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# BULLETIN

OF

## THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

### ANNUAL MEETING REPORTS OF COMMITTEES

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Prof. E. C. Case  
5-9-28

## ANNUAL MEETING

The Eleventh Annual Meeting of the Association was held at Washington December 27 and 29 in connection with Convocation Week of the American Association for the Advancement of Science.

After a cordial welcome to the new building of the National Academy of Sciences by former Vice-President Vernon Kellogg, the Association proceeded to deal with committee reports beginning with that on Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships. In presenting this report (see page 91), Dr. Joseph Klein took occasion to emphasize the fact that very few students come from Argentina, Brazil and Chile, that careful selection preferably by United States agencies is important, and that adequate attention should be given to the welfare of the students after they come. Dr. Kellogg called attention to the desirability of better definition of the principles of international exchange of professors in connection with the plans of the League of Nations Committee on Intellectual Cooperation.

*Committee A, Academic Freedom and Tenure.*—The report of the committee is printed on pages 84–87. The discussion of the report and related matters included the following points:

Announcement was made that a conference on Academic Freedom and Tenure had been called by the American Council on Education for Friday, January 2nd, and that invitations to send representatives had been accepted by many of the national bodies which are constituent members of the American Council. An account of this conference is given on page 99.

It was suggested that a list of institutions be prepared with a statement of their regulations and practice in regard to tenure.

In connection with the statement in the report that only selected cases could be formally investigated by Committee A, it was urged that the Association should employ a professional attorney for such investigations and that any member with a grievance in regard to academic freedom or tenure should receive adequate consideration from an appropriate committee of the Association.

It was pointed out in reply that the plan proposed was financially impracticable, that it would give disproportionate emphasis to the protective function of the Association, that the present and past policy has preventive influence and that in any case no change of

policy should be made pending the results of the impending conference. The president called attention to the fact that grievances brought to the attention of the officers may often be adequately dealt with by mediation or remedial action without formal investigation or publicity. He emphasized local responsibility for the development of better relations between administrators and faculties in matters of this kind, referring to the excellent understanding now existing at the University of California.

Near the close of the meeting there was informal discussion of the desirability of more effective methods of checking arbitrary dismissals; for example, by discouraging members of the profession from accepting appointments in institutions where such practices prevail.

In connection with the recent report on the University of Tennessee the following resolution was adopted:

*Resolved:* that in view of erroneous conclusions drawn from the report of the University of Tennessee by certain newspapers and by individuals, the American Association of University Professors, upon the statement of facts presented by the Committee, hereby expresses the opinion

1. That the complications which led to the dismissals could have been easily composed by a wise administration.
2. That none of the dismissals were justified.
3. That the rights for an impartial hearing of those dismissed were violated.
4. That conditions such as have been disclosed in the University of Tennessee are detrimental to the purposes of the institution and to the interests of higher education in general.
5. That the discussion of educational policies and proposals for the betterment of the institution which has been objected to by the administration is the duty of every faculty member.
6. That the seeking of counsel on the part of faculty members from the officers of the American Association of University Professors should have been welcomed and not resented by the administration of the University of Tennessee.

The following resolutions were adopted for publication in the *Bulletin* and for transmission to the Secretary of War, the Secretary of the Navy, the Chairmen of the Senate and House Committees on Naval Affairs, the Superintendents of the U. S. Military Academy and the U. S. Naval Academy, and the Chairmen of the Boards of Visitors of both Academies:



The work of the institutions conducted by the National Government for the education of future officers of the army and navy should be a matter of patriotic interest to all citizens, and is such in a peculiar degree to this Association. It is evident that the efficiency of the instruction in general academic subjects at the U. S. Military and Naval Academies depends upon the employment of skilled teachers of high ability and adequate special training in the subjects which they teach; and that such teachers are, as a rule, likely to be recruited and retained only if conditions of appointment, promotion, and security of tenure during good service, similar to those found in the best civilian colleges, are maintained. This Association therefore commends the measures hitherto taken to these ends by the Congress by the Departments of War and of the Navy, and by Superintendents of these Academies; it urges that such measures be continued and strengthened and, where necessary, their meaning be clarified, by appropriate legislative and administrative action; and it suggests that a general study of the conditions most favorable to the maintenance of the highest effectiveness of the work of the civilian teaching staffs of these institutions might with advantage be made at this time.

In the discussion of this resolution it was particularly emphasized that it is increasingly necessary for men who in the future will hold positions of large responsibility in the army and navy of the nation to be well grounded not merely in the subject matter of the fundamental sciences but in the scientific method. It seems self-evident that they should have the opportunity for the best scientific education obtainable and that this implies the employment under favorable conditions of a considerable proportion of civilian professors.

*Committee B, Methods of Appointment and Promotion.*—In the discussion of the report (see page 87) of the committee, Dr. C. R. Mann, as Director of the American Council, emphasized the importance of cooperation by members of this Association in supporting an undertaking for which the Association was in part responsible and which is maintained by the Council with considerable difficulty and expense. Cooperation is particularly desired in persuading teachers to register who have not already done so, irrespective of their possible desire for transfer, in reporting necessary corrections and in encouraging the use of the Register by appointing officers, as a much more systematic means of obtaining an eligible list for appointment than is offered by any other existing agency.

The meeting in Washington afforded an opportunity for members of the Association to get direct acquaintance with the Register.

*Committee G, Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates.*—In the absence of Professor Wilkins the Secretary read the following brief report of the committee:

During the year 1924, the Committee has published three special reports, one by Professor H. V. Wilson, of the University of North Carolina, on Extracollegiate Intellectual Service; one by Professor G. R. Havens, of Ohio State University, on General Reading for Undergraduates; and one by Professor R. B. Perry, of Harvard University, on the Preceptorial or Tutorial System. Each of these reports will be presented by its author this afternoon.

With regard to the subjects treated in special reports prepared in previous years by this Committee, I should like to report that orientation courses for Freshmen, following in general the plan outlined in the report of this Committee in its study of special initiatory courses for Freshmen, have been introduced in a number of colleges and universities, and appear to be proving successful. The University of Chicago this autumn introduced a course which carries out quite literally the recommendations of the Committee, and is well satisfied with the results. This course was limited to the sixty Freshmen who appeared from their entrance papers to be most likely to profit by it. It is planned to introduce next year a corresponding course on "Man in Society," which shall cover the fields of the social sciences and the arts.

Much interest exists all over the country in the subject of sectioning on the basis of ability, which was treated in the other report published by this Committee prior to the present year, and at the request of the National Research Council the Chairman of the Committee is now assembling very extensive and detailed reports from a hundred colleges and universities with regard to their experience in this connection. A second general report embodying the results of this investigation will be prepared by Dean Seashore, the author of the original report.

During the year 1925 the Committee expects to bring to the point of publication reports on some or all of the following topics, these reports being now in preparation:

- The Recruiting of Promising Men for the Teaching Profession
- The Maintenance of Intellectual Discipline in the Classroom
- The Training and Supervision of Young Instructors
- Vacation Reading
- The Improvement of Tests
- Courses on Present Problems
- Special Care for Leading Students (aside from Sectioning and Honors Courses)
- Improved Standards of Admission and Retention
- The Grading System in its Effect on Intellectual Morale

The General Final Examination in the Major Study<sup>1</sup>  
The Development of Intellectual Relations between Alumni and  
the College  
The General Theory of Collegiate Education

Nearly an entire session was devoted to the presentation and discussion of three recent reports of Committee G on Extracollegiate Intellectual Service, General Reading for Undergraduates and the Preceptorial or Tutorial System.

The first of these was presented by Professor H. V. Wilson, North Carolina (printed in the *Bulletin* for May, 1924). In summarizing his report, Professor Wilson emphasized the importance of research, not merely in the university graduate school but in the college, where in fact conditions may be relatively favorable for originality and the deliberate reflective consideration of particular problems. On the other hand he strongly deprecated any tendency to require research of college teachers. The desirability of more abundant grants for research, as an offset for summer teaching, for example, was emphasized, and the disadvantage of exaggerated public appreciation of expert service as compared with scientific investigation.

Professor G. R. Havens, Ohio State, presented the report on General Reading for Undergraduates, published in the *Bulletin* for October, 1924. The relation of this topic to orientation courses and the honors courses was brought out in the course of the discussion. Mention was made of special devices and plans at different institutions for making current literature more conveniently accessible to students; for example, the Book Catalogue issued by the Harvard Cooperative Society; the Brick-Row Book Shop at Princeton; the Cooperative Book Store at Vassar; the model private library at Clark, and the development of fraternity libraries. Attention was particularly called to the importance of choosing teachers of broad reading and human interest; of shaping courses toward the stimulating of general reading, and of making the primary aim in courses the development of the students who are capable and intelligent but not necessarily brilliant, releasing the former perhaps from routine requirements in order that they may have additional time for general reading.

Attention was also called to the importance of ascertaining promptly whether students have acquired the art of reading with normal facility and speed, and improving their habits in this respect if need be. It was suggested that books on general reading might

<sup>1</sup> This report, prepared by Professor Tatlock of Stanford University, appeared in the December 1924 number of the *Bulletin*.

frequently be made accessible in the laboratories rather than merely in the general library.

Professor R. B. Perry, Harvard, presented the report on "The Preceptorial or Tutorial System," published in the *Bulletin* for November, 1924. Professor Perry alluded to the cycle in American education, marked first by the substitution of the lecture for the recitation, and now by the tendency to substitute discussion for lectures, this change reflecting a growing respect of the teacher for the student, and of the student for himself. He pointed out that the tutorial or preceptorial method in American Colleges represents three main ideas all of which are to be found at Oxford and Cambridge, each of which may be stressed while the others are subordinated. At Princeton (where the preceptor is attached to a course) the main idea is the small group conference; at Harvard (where the tutor is assigned in the student's field of concentration) the main idea is the general examination; while at Columbia, Smith, Swarthmore and other institutions maintaining "honors courses," the main idea is the differential treatment of selected and superior students.

Passing to some of the doubtful questions involved, Professor Perry emphasized the excessive cost of any real tutorial system; "a cost which no institution can meet without economizing in other directions, which may conceivably at least be more important. This carries with it one or more of the following consequences: the creation of a large number of teaching positions with relatively little outlook for advancement; the tendency to reduce the general salary scale; or the addition to the teaching load of the existing staff. If we are to retain the tutorial system with the great advantages which it has, we must to some extent favor the men that respond to it most promptly, the application to whom is most fruitful, or who because of their attainment and their talent are most deserving of this very costly opportunity." The objection to such separation between inferior and superior students was not overlooked by the speaker. "If a man is not responsive, if it is evident to his tutor that time spent on him is under the circumstances time wasted, let this man have his tutorial instruction very greatly reduced or perhaps withdrawn altogether. He will, at any rate, have had his chance. On the other hand, let a man who is waking up in his junior or senior year and who is acquiring for the first time an eager interest in intellectual things be given increased opportunity."

"There is just one final point that I want to make and this is a sort

of periodic doubt that overtakes me: are we teaching too much? Are the Continental universities on the whole taking a position that is sounder than our position? Have we too eager an interest in saving the souls of the intellectual outcasts? Ought we to transfer our interest to the good men? Ought we to say that a man who is not good enough to find the opportunities and to seize them is not a person whom we should consider? I think there is something to be said for such a view and I raise the point because I think we ought to face it. But here again my own personal conviction is all that I can state. I have a feeling that we are in for what might be called the 'evangelical' method in education and that we are in for it because we are exponents, whether we will or no, of American democracy and that we are bound to have in the general regenerating effect of education a faith, a more or less blind faith, similar to that which we have in other democratic institutions."

In subsequent discussion the dangers of premature specialization on the part of students were noted. Professor Perry expressed the opinion that it was unnecessary and undesirable to develop a special type of teacher for the tutorial function. In connection with the economic problem, the opinion was expressed that the large institutions, particularly the state universities are squarely facing the question of the extent to which the quality of work should be sacrificed to the education of unlimited numbers.

*Committee P, Pensions and Insurance.*—The Chairman, W. W. Cook, reported informally on the growth of the Teachers' Insurance and Annuity Association, and invited information from Local Chapters as to existing pensions systems on which a report might be made at the succeeding annual meeting.

*Committee H, Desirability and Practicability of Increased Migration and Interchange of Graduate Students.* President Leuschner, as Chairman, reported informally that his Committee has awaited the report of the Committee on Statistics of the Association of American Universities. He took occasion to emphasize certain general principles, first: Is not migration best promoted by the development of centers of research which by themselves attract graduate students? In other words, rather than suggest administrative means for increasing migration, we should get to the cause of migration, that is the attraction of graduate students to leading centers. Second: How much has the present practice to do with the free movement of



students, and might not a much greater degree of elasticity be introduced—not with the purpose of lowering standards—but of really facilitating migration of the brilliant student who wishes for a time to go to another institution? In other words graduate schools should be exceedingly liberal in accepting work done by their own students in other places. Third: as to the international aspect of the preceding question, too much emphasis is placed on degrees, and particularly on special degrees for foreign students—for example, Americans in certain European countries. It would be far better for the best work to be done at the best place and due recognition subsequently given to it at the former institution.

*Committee J, College Athletics.*—At the Saturday morning session, the chairman, Professor T. F. Moran, presented a list of topics prepared by his Committee as a basis for discussion and a general statement in regard to intercollegiate athletics. The topics for discussion were as follows:

1. The influence of the alumni upon intercollegiate athletics.
2. The influence of commercial clubs and other outside organizations upon intercollegiate athletics.
3. The influence of intercollegiate athletics upon scholastic attainment.
4. Are intercollegiate athletics over-developed?
5. Is a proper proportion being maintained between intercollegiate athletics and the curriculum?
6. Is there danger of commercialism in intercollegiate athletics at the present time?

The following is an abstract of Professor Moran's statement:

The whole athletic situation in our institutions is vastly improved over that which obtained twenty or even ten years ago. Much has been accomplished, but the ideal has not yet been reached or even approached.

The Board in control of athletics is charged with an exceedingly difficult task and at best can only be partially successful when called upon to enforce eligibility requirements in the face of active opposition on the part of certain influential persons and groups. Among these persons and groups mention should be made of the following: (a) the undergraduates; (b) the alumni; (c) associations of business and professional men.

(a) *The Undergraduates.*—The average undergraduate is not



wholly in sympathy with our athletic eligibility requirements. He often evades, or misrepresents, or even falsifies in regard to matters connected with his athletic eligibility. In this course he is often sustained by the public opinion of his fellow students. . Now the average undergraduate is not a dishonest or a vicious young man . . . The reason for his attitude it seems to me, lies in the fact that many undergraduates do not adequately appreciate the importance of eligibility rules and do not see the fundamental necessity of drawing a line between the amateur and the professional in college athletics. . . . The average man on the street, without definite knowledge, is likely to consider our athletic codes unduly restrictive and quite unnecessary. Why not let every one play? he says. Why separate the amateur from the professional? Why insist upon scholastic requirements and why not permit the athlete to play as many years as he sees fit? . . .

It is from some such background as this that many of our students have derived their chaotic and perverted notions in regard to the regulation of athletics. . . The average college student is both reasonable and sensible. He is open to conviction and when once convinced he has the courage of his convictions. In fact, the danger always is that in matters of student control and government he will be too radical and too severe rather than the reverse. . .

Our student bodies are constantly changing, hence the education of student public opinion should be a continuous process.

In my opinion this drive for public opinion among the students can be carried on more effectively by the officers of the athletic association, by leading alumni, and by the students themselves than by any other agency. . .

We should not lose sight of the fact that our athletic staffs have experienced a marked improvement in their personnel in the last decade. The type of athletic director and coach has undergone a decided change for the better. In many of our leading institutions these men are university graduates and have professorial rank. These men can do much to cultivate a wholesome public opinion among our undergraduates.

In short then, the situation is this:—A considerable number of our students, alumni, and athletic experts have right attitudes toward the problems of intercollegiate athletics. Why should it not be feasible to organize and coordinate these forces? You can never hope to superimpose a code of athletic rules and regulations

by main force upon the American college student. If you can convince him that these rules and regulations are for the best interest of his Alma Mater and of intercollegiate sport in general you can win his wholehearted support.

(b) *The Alumni.*—The alumni present a rather more difficult problem. I believe that the organized alumni have for the most part a correct attitude towards the regulation of intercollegiate athletics. There are many individuals, however, and some informal groups who are doing about all they can to debauch the whole athletic situation. . . . Some of them have been successful financially and now think it a patriotic duty as well as a pleasure to hire athletes to attend their Alma Mater.

The most difficult man to convince is the one who professes to see nothing wrong in the subsidizing of athletes. To him it means not only a permissible act but a very commendable one to supply the funds for a college education for any young man whether he is an athlete or not. Groups of alumni often contribute money to send an athlete to college, rarely to send a man who has no athletic ability. In the vast majority of cases the athlete is entirely unknown to those who supply the funds for his maintenance. The motive is very important and in this case is obvious. It is to make a winning team and not to furnish an education.

A Board of Control, honestly enforcing eligibility rules, would promptly disqualify, on grounds of professionalism, an athlete subsidized in this way; but only in a very rare and exceptional case are the facts known to the university authorities.

Rules of eligibility are not adequate to meet this situation. Many of our alumni have a sense of responsibility and can see the ultimate consequence of recruiting athletes by illegitimate means. Through these organized alumni it should be possible to bring the force of an alumni public opinion to bear. Scattered individuals and small irresponsible groups of alumni should not be permitted to work against the highest athletic and moral interest of an institution. They should also be made to see the deplorable effects upon the career and character of the subsidized athlete.

Any boy who really desires a college education can have it without selling himself to over-enthusiastic "boosters" for a "winning team." If the pressure of a wholesome alumni public opinion can be made effective in removing this rather widespread evil a very great and

positive good will have been accomplished for intercollegiate athletics and for the boys who participate.

(c) *Outside Influence.*—Since competition in intercollegiate athletics has become so tense the custom has arisen in many university communities for associations of business and professional men to interest themselves in athletic affairs. Outside pressure is sometimes brought to bear upon matters of eligibility, schedule making, and even upon methods of coaching and training. The intentions of these "boosters" are sometimes good, sometimes indifferent, and sometimes vicious. Many of these men are not college graduates and do not see the imperative necessity of preserving amateurism and honesty in college sports. Others are sordid enough to spend their money to make a "Roman holiday" and to bring great crowds to the college town to stimulate trade. The only effective remedy would seem to be in negotiation and in public opinion. Most of these men are sensible and honest and can be made to see the situation in its true light if the matter is presented to them in the proper way. Certainly more can be accomplished by attempting to win them over to our point of view than by fighting them in the dark.

In conclusion then it seems to me that the most pressing need of the athletic situation at the present time is for the cultivation of a vigorous and enlightened public opinion among those persons and groups most vitally interested in intercollegiate athletics.

In the course of an extended discussion of the six points proposed, various speakers emphasized the following points: first, the desirability—as to which there was some difference of opinion—of putting intercollegiate athletics under the general charge of the department of physical education, and thus under the control of the faculty. Second, the disastrous consequences of prolonged absence from college work, not only for members of athletic teams, but for large bodies of students attending distant games. Third, the importance of enlisting the support of alumni for the intellectual rather than merely for the athletic activities of the college.

The desirability of cooperative action with organizations representing college administration through the American Council, or otherwise, was also emphasized. The hope was expressed that the Committee in due time would publish information in regard to the cost of stadiums in comparison with other college equipment.

In the discussion of the final topic, the tendency to commercial-

ization and the serious abuses to which this may lead, were further emphasized by several speakers, Professor Moran, taking the position that institutions should protect themselves against any interference by commercial clubs, etc., by managing and financing their own athletic affairs.

Discussion of the influence of athletics upon scholastic attainments brought out the effect of undue pressure on capable students to devote so much time to athletics that they fell far short of their possible achievement in scholarship. The favorable effect of athletics within reasonable limits was not, however, overlooked, and the desire was expressed for more adequate statistical treatment of this topic.

*Committee K, Systems of Sabbatical Years* (for complete report see page 90).—In discussion of this report it was emphasized that the ethics of remunerative employment may present a quite different aspect in the case of men in technical professorships for whom the remunerative employment would have direct value for their subsequent teaching.

*Committee M, Freedom of Teaching in Science* (see page 93).

*Committee R, Encouragement of Research*.—In the absence of the Chairman this report was read by the Secretary, and considerably discussed with special emphasis on the relation of university research to that carried on under the auspices of the great foundations. The report will be published in full, or in part, in a later issue of the *Bulletin*.

*Committee W, Academic Opportunities for Women*.—The formal report has been published in the *Bulletin* for November, 1924. In commenting upon it Chairman Ellis reviewed briefly the previous report, published in the *Bulletin* for October, 1921. The earlier report was based upon a study of catalogues and on a questionnaire attempting to determine the numbers of men and women found in American College faculties. An attempt was also made to determine the relative salaries paid men and women. The second study considered the questions why there were so few women in college faculties and why they were paid less than men for apparently equal service. In the following discussion the opinion was expressed that statistics of publication are subject to the source of error that it is materially more difficult for a woman to get an article

accepted either on the programs of annual meetings or in the proceedings; and that the need of this country is for more opportunity for the printing and publishing of research work rather than for people to do research; of course women suffer in that respect. Attention was also called to the fact that women professors more often than men are handicapped by domestic cares. Full recognition was expressed of the great improvement in the situation during the past fifty years.

The presentation of committee reports was followed by that of the Council and of the officers, published elsewhere in this issue, and by the election of the following officers for 1925: *Vice-President*, Mary W. Calkins, Wellesley; *Treasurer*, W. T. Semple, Cincinnati; *Members of the Council* (until December, 1927), T. S. Adams, Yale; H. B. Alexander, Nebraska; H. V. Ames, Pennsylvania; A. Henderson, North Carolina; C. E. Merriam, Chicago; Paul Monroe, Columbia; M. W. Sampson, Cornell; Frederick Slocum, Wesleyan; R. C. Tolman, California Institute of Technology; B. L. Ullman, Iowa; for term ending December, 1926, H. G. Gale, Chicago. The President and Secretary continue for another year.

The following recommendations of the Council were adopted: *Constitutional Amendments: Voted* to request the Committee on Admissions to report on the question of amending Art. II, Sect. 2 to read:

"No person whose principal occupation is not that of teaching or research shall be eligible for membership."

Also on the question of an amendment providing that librarians having seats in faculties shall be eligible for membership.

*Voted* to recommend the omission of Art. VIII, Sect. 2.

*Organization: Voted* that a special committee on Organization and Finance be appointed by the President to study the possible reorganization of the administrative offices of the Association and, in cooperation with the Nominating Committee for 1925, the question of selecting a successor to the present Secretary on the expiration of his term.

*Bulletin: Voted* that the President appoint an Advisory Committee on the *Bulletin* to cooperate with the Secretary and to report to the Council on the desirability of possible changes in its character or scope.

*Financial: Voted* in view of the large number of members whose dues are in arrears for two years:



1. That nominations for membership be not acted upon favorably until dues for one year are paid.

2. That the *Bulletin* be discontinued at the end of one year of unpaid dues.

*Chapter Subsidies:* Voted to continue chapter subsidies on the present basis for 1925.

*Legal Investigator:* The proposal of the George Washington Local Chapter that a professional investigator be employed for cases of violation of academic freedom and tenure was referred to the Committee on Organization and Finance.

*Fraudulent Degrees:* Voted that the Association urge upon Federal and State authorities the importance of maintaining adequate safeguards against the conferring of degrees under improper conditions and standards.

*Honorary Degrees:* Voted that the Association record its judgment that the conferring of honorary Ph.D.'s is contrary to sound educational policy as now generally recognized.

*Education Week:* Voted to recommend that the Association express to the U. S. Commissioner of Education its judgment that, in plans for future Education Weeks, topics of controversial character should be avoided.

*World Court:* Voted that it is inexpedient for the Association or the Council to take action in a controversial and non-educational issue which will, in the judgment of the Council, receive due attention from individual members as citizens.

*Thomas Jefferson Memorial Foundation:* Voted to accept the invitation of the Foundation to appoint a committee to cooperate in plans for the Jefferson Centennial.

*Committee N, Non-Academic Service:* Voted to excuse the committee from further service in view of the extent to which the problem in question has been covered by Committee G.

The Secretary presented an extended list of topics sent in by local chapters for discussion. It was voted that the list be referred to the Council, with the understanding that the topics will form the subject of a special Chapter letter early in the year.

The Secretary reported on improved arrangements for newspaper publicity.

On recommendation of the Committee on Resolutions it was unanimously voted: that the American Association of University



Professors express to the National Research Council and the National Academy of Sciences its hearty thanks for the hospitality shown it in their beautiful building and also to the local committee for its courtesy and effective conduct of arrangements.

## COMMITTEE REPORTS

REPORT OF COMMITTEE A, *Academic Freedom and Tenure*.<sup>1</sup>—In view of the frequent lack of knowledge by the public and not infrequently the teaching profession of this Association upon the subject matter with which this Committee is concerned, it seems desirable to repeat, for emphasis, the position taken by the Association as shown in statements by its officers and in the reports of its committees.

### I

The position of this Association upon the subject of academic tenure has been stated, and stated clearly, many times by its officers and committees. It has been frequently pointed out that there is no disposition on the part of this body to perpetuate incompetency in academic positions. The Association is not organized for the purpose of protecting incompetent men in the occupation of positions where by reason of incapacity or indolence the necessary work is not being performed. Equally clear cut has been the position on the positive side. It has been frankly acknowledged that the financial rewards of successful academic effort, even under very favorable circumstances, will not equal those attained by an equally successful business career. If capable men are to be attracted into the profession, it is necessary that the lack of financial return be in some measure balanced by a comparative security of tenure. This is based not alone on the convenience of the individual teacher, although that is an item, but on the general advantage to education in thus assuring the thorough attention of the teacher to his professional duties.

It has been emphasized by the Association that while undoubtedly there should be, for every person entering the profession, a period in which the teacher is on trial, such a period should not continue indefinitely; when a teacher has attained that degree of professional success which gives him the rank of associate professor or professor, the probationary period should be taken to have ended. His tenure should be considered indefinite.

The noteworthy report of Committee A for 1915 is so clear upon this phase of the question that it is worth repeating here, even though the material has already been before members of this Association.

*"Definition of Tenure of Office.*—In every institution there should

<sup>1</sup> Presented at the Annual Meeting. As here published some passages of the original have been omitted.

be an unequivocal understanding as to the term of each appointment; and the tenure of professorships and associate professorships; and of all positions above the grade of instructor after ten years of service should be permanent (subject to the provisions hereinafter given for removal upon charges). In those state universities which are legally incapable of making contracts for more than a limited period, the governing boards should announce their policy with respect to the presumption of reappointment in the several classes of position, and such announcements, though not legally enforceable, should be regarded as morally binding. No university teacher of any rank should, except in cases of grave moral delinquency, receive notice of dismissal or of refusal of reappointment, later than three months before the close of any academic year, and in the case of teachers above the grade of instructor, one year's notice should be given.

*"Formulation of Grounds for Dismissal.*—In every institution the grounds which will be regarded as justifying the dismissal of members of the faculty should be formulated with reasonable definiteness; and in the case of institutions which impose upon their faculties doctrinal standards of a sectarian or partisan character, these standards should be clearly defined and the body or individual having authority to interpret them, in case of controversy, should be designated. Your committee does not think it best at this time to attempt to enumerate the legitimate grounds for dismissal, believing it to be preferable that individual institutions should take the initiative in this.

*"Judicial Hearings before Dismissal.*—Every university or college teacher should be entitled, before dismissal or demotion, to have the charges against him stated in writing in specific terms and to have a fair trial on those charges before a special or permanent judicial committee chosen by the faculty senate or council, or by the faculty at large. At such trial the teacher accused should have full opportunity to present evidence, and if the charge is one of professional incompetency, a formal report upon his work should be first made in writing by the teachers of his own department and of cognate departments in the university, and, if the teacher concerned so desire, by a committee of his fellow-specialists from other institutions, appointed by some competent authority."

More than twenty investigations of dismissals in as many colleges and universities have been made under the general direction of the

Committee on Academic Freedom and Tenure since the organization of the Association, and the reports printed in its *Bulletin*. Many more requests for investigations have been made. It is obviously impossible, with committees serving solely as volunteers, to handle every case presented to the Committee.

Each investigating committee has included one member of Committee A. But each committee has necessarily been different in personnel. A professor with professional duties of his own to perform cannot, obviously, undertake the laborious task of conducting a series of time-absorbing investigations. So the reports of the committees have naturally varied in the fullness with which general principles have been stated. Each investigation has been undertaken without bias either for or against institution or dismissed professor. They have succeeded remarkably well in commanding the respect of both institutions and complainants, when it is considered that their work has been in a controversial field where the parties have frequently not been on the best of terms. A judicial attitude on the part of an investigating committee may produce a report which is not wholly satisfactory to either party to a controversy, but a continuance of the judicial attitude seems of essential importance if the reports are to command the respect of the professional and the general public.

## II

During the past year, special committees, appointed by Committee A, have made reports upon cases arising at the University of West Virginia, the University of Montana and the University of Tennessee. A report from the committee investigating the University of Arizona has also been published. A committee on Iowa Wesleyan has not yet made its report. Recently a committee has been appointed for investigation at the University of Kansas.

Upon request of individuals concerned, the good offices of the Association were tendered in an effort at mediation in one case which arose during the year. The offer was declined with thanks by the authorities of the institution.

It is a matter for great encouragement to see a declaration of principles of tenure so nearly like our own from the Association of American Colleges. It is likewise a matter for encouragement that the American Council on Education has called a conference on the subject of Academic Freedom and Tenure. A declaration of prin-

ciples by educational organizations upon the subject of academic freedom and tenure must necessarily be of great interest and importance to the teaching profession.

HERBERT F. GOODRICH, *Chairman.*

REPORT OF COMMITTEE B, *Methods of Appointment and Promotion.*—Committee B has decided to defer the formulation of its recommendations upon other matters coming within the scope of its activities, and to present at this time a report dealing with the Personnel Register which, at the suggestion and request of our Association, has been established by the American Council of Education. In behalf of Committee B, a sub-committee recently inspected the files of the Register at the offices of the American Council in Washington, D. C.

The Register was started about two years ago and contains data concerning some 17,000 college and university teachers out of an estimated total of about 40,000.<sup>1</sup> A card index distributes the names by departments of specialization, and the groups are further subdivided on the basis of salary. Last spring the Register was thrown open to the use of administrative officers, and has already been consulted in connection with about one hundred and fifty positions. The information available consists exclusively of such statements as each registrant has set down concerning himself on a blank provided by the American Council, and our sub-committee has ventured to suggest two or three changes in the form of this blank. No fee is charged for registration nor any commission for positions obtained through the Register. College officials who cannot consult the files in person may, by defining the character of their vacancy, obtain by mail a list, which will be especially compiled by the officials of the Register, of those who presumably are both competent and likely to be interested in the position. This service by mail is also free, except that a fee of \$10.00 for each list prepared is charged institutions which do not belong to the American Council on Education.

The advantages which are potentially inherent in the existence of such a register are obvious. On the other hand, the difficulties which lie in the way of its full utilization are equally obvious.

There would be great convenience, particularly for statistical purposes, in having a complete catalogue of all the college and uni-

<sup>1</sup> Included in this total are numerous part-time teachers in professional schools who, though their records are valuable for statistical purposes, usually think of teaching as a by-product of their regular profession and are seldom candidates for teaching positions outside of their places of residence.

versity teachers in America. This is a point of view which must constantly be stressed to men who think of themselves as permanently placed and who in consequence are likely to see little reason why they should take the time and the trouble to fill out a lengthy blank.

It is clear, however, that the greatest utility of the Register must lie in its value for placement, and it is difficult to determine whether the teachers, the administrative officers, or the institutions will receive the largest benefit. On the one hand, there are scores or even hundreds of teachers marooned in positions which are beneath their powers and which hold little promise for the future, or cramped by the tread-mill seniority of the universities. Such men need a method of escape which will be both dignified and rapid and which will not exact a tithe of their scanty salaries. On the other hand, some administrative officers and departmental heads resort exclusively to the teachers' agency or the graduate school. Even those who are most experienced and conscientious may fall short of obtaining a complete list of all the men who might reasonably be considered for a given vacancy. Yet success in locating and engaging the best qualified and most promising man that the opportunities and emoluments of a position can command must ever remain a vital factor in evaluating the worth of an institution and the capacity of its officers. The task of the appointing officers will be made much easier to the degree that the Register can be made to approximate 100% of service.

Of the difficulties which confront the Register the most immediate is financial. It is costing some \$12,000 per annum and demands far too large a fraction of the Council's annual budget unless a large degree of usefulness can quickly be attained. President R. M. Hughes of Miami University has recently pointed out that such an amount is small compared with the salary budgets of American colleges or even with what college instructors pay every year to teachers' agencies as commissions.<sup>2</sup> A small fee, to be paid either by consulting institutions or by registrants who receive new appointments through the Register, would completely solve the problem but for obvious reasons seems inadvisable until such a time as the Register has fully justified itself, when such a fee would probably no longer be needed. The suggestion has been advanced that the work might better be carried on by such an association as ours, but the Association has no free funds sufficient to finance so expensive an

<sup>2</sup> Cf. *Educational Record* for July, 1924, pp. 160ff.



undertaking and your Committee, also for other reasons, believes that the Register should remain under the auspices of the American Council on Education.

The second difficulty arises from the necessity of securing a higher percentage of registrations and of keeping the files up to date. Of course, much can be done here through the local chapters of our Association and by the officers of the American Council in connection with the annual meetings of the various learned societies. It seems desirable that in each chapter of the Association a special registrar be elected annually with the other officers to cooperate with the office of the Personnel Register in securing as complete an enrollment as possible, in getting in touch with new members of the faculty, and in reporting the decease, retirement, or transfer of former faculty members. For this service, for obvious reasons, heads of departments and others who have no hope or expectation of moving should be avoided in favor of some younger man holding the title of assistant or associate professor. For statistical purposes it would help if the American Council would ascertain from the various registrars what older men could not be induced to register and would then enter their names, together with such data as could be obtained from "*Who's Who*" and similar sources of information, upon cards of a special color.

Finally, there remains the problem, by no means a light one, of bringing the existence of the Register to the attention of the appointing officers, and of urging upon them the advisability of consulting it. In addition to what else may be done in this connection, we believe that the various chapters of our Association can be of assistance at this point by mentioning the matter at least once a year to their own appointing officers. This would better be done by the president of the local chapter (rather than the registrar already recommended), both as being older and more likely to make an impression and as probably having more occasion himself to consult the Register.

The foregoing paragraphs will have made plain that your Committee believes in the potential value of such a Register both to the profession and to the institutions, is of the opinion that a promising start has already been made by the American Council, and is desirous that the scheme should have an adequate chance of justifying itself. Accordingly we submit the following recommendations in the hope of helping to secure the maximum of results:

1. That the full endorsement of the American Association of University Professors be accorded to the Personnel Register and that our officers be instructed to cooperate heartily with the officers of the American Council on Education in furthering this project.

2. That the Secretary of the Association be requested to include at least once a year in his letters to the local chapters the suggestion that each local president direct the attention of the appointing officers of his own institution to the existence of the Register and to the importance of consulting it, and that the Secretary be requested also to include in the *Bulletin* frequent progress reports upon the functioning of the Register.

3. That each chapter be requested to elect a registrar to cooperate with the American Council (a) in reporting changes in personnel due to new appointments, transfers, retirement, death, etc., and (b) in securing the registration of teachers not already enrolled.

ROY C. FLICKINGER, *Chairman.*

REPORT OF COMMITTEE K, *Systems for Sabbatical Years*.—A preliminary survey of the literature of this interesting and important subject, shows that in the course of the past five years three reports have been prepared, as follows:

1. In 1919 by The Division of Educational Relations of the National Research Council, under the direction of Mr. Albert L. Barrows, Secretary of the Division.

2. A preliminary report by Dean O. E. Randall, of Brown University, printed in the *Bulletin* of the Association of American Colleges, for March, 1922, page 104.

3. A final report by Dean Randall, printed in the same *Bulletin*, for April, 1923, page 188.

To obtain material for these reports, questionnaires were sent to about six hundred persons and answers were received from a large proportion of the correspondents.

The more important conclusions arrived at may be summarized as follows:

1. That the plan of sabbatical leave should be primarily in the interest of the college, the interest of the professor being that of one who has entered into a contract to make proper return to the college in the way of improved service.

2. That each professor should, without reduction of pay, be allowed this privilege every seventh year and for the whole year, or

every fourth year for one-half of the year, without reduction of pay.

3. That where the resources of the college do not admit of a year's absence, provision should be made for absence every seventh year for a half-year, without reduction of pay.

4. That the professor on leave of absence should make it a point of honor to return to the institution whence he came, unless other arrangements have been made in advance.

5. That it is a violation of trust when the professor on leave spends his time on work intended primarily for personal remuneration.

Looking over these bits of information, I may be permitted to make the following suggestions:

1. That to begin this inquiry with a questionnaire is doubtful policy. Questionnaires are always more or less irritating to those who are expected to answer them. Three exhaustive questionnaires in five years on the same subject almost constitute a menace. I would suggest, therefore, that the committee devote its labors for a time to the collection of data from educational bulletins and magazines, college catalogues, and the like, postponing the questionnaire method to a later stage.

2. That an attempt be made to ascertain how persons who are on leave of absence actually spend their time and how much good it does them. Do our absentee professors really improve? Do they come back sounder, saner, more zealous for learning, more contented with their service and their salaries, or do they come back fagged, impatient, averse to life at home and the problems of a harassed academe?

3. That an investigation of the equivalents, if any, of sabbatical years at English and European Universities be made, in the hope of discovering methods of rejuvenation (psychological or other) not now practised in this country. (It may be noted in this connection that the term sabbatical in the sense in which it is used in America does not occur in the concise Oxford English Dictionary.)

F. N. SCOTT, *Chairman.*

REPORT OF COMMITTEE L, *Cooperation with Latin-American Universities to Promote Exchange of Professorships and Fellowships.*<sup>1</sup>—

At the time of the presentation of this report, the Chairman of the Committee, Dr. L. S. Rowe, is absent in South America as Chair-

<sup>1</sup> Presented at the Annual Meeting, 1924.

man of the delegation of the United States to the Pan-American Scientific Congress. During the course of this trip, he will also include Panama and the countries of Central America. The Chairman will further the plans of the Committee to establish closer cooperation between scientists in the United States and those in Latin-America. The Pan-American Scientific Congress itself will afford an opportunity to further such cooperation.

Prior to leaving for Peru, the Chairman of the Committee had recently returned from a trip to Panama, Peru, Chile, Argentina, Paraguay, Uruguay and Brazil. During the course of this trip, conferences were held with the presidents of the leading universities in the countries visited with a view to furthering the work of the Committee and establishing closer cooperation between investigators of the United States and of the countries visited, as well as to discuss plans for having Latin-American students pursue studies in the United States.

In most cases the established intellectual relations of the Latin-American peoples are with the peoples of Europe, especially with France. The French government is making an earnest effort to strengthen and to extend the intellectual influence of the French universities. This is being done by the establishment in different countries of what is known as "Institutes of the University of Paris." The purpose of these institutes is to furnish a permanent center of French intellectual influence. The plan adopted is to send each year a number of distinguished professors whose salaries and traveling expenses are paid by the French government.

The intellectual influence of the United States on the Latin-American countries is relatively insignificant. Unfortunately, the press of these countries makes little or no effort to present the intellectual activities of the people of the United States. Indeed, the news contained in Latin-American papers gives but a faint idea of the scientific and literary activity in the United States.

It is to the interest of our country that this mistaken impression of the life of our people should be corrected, and it is therefore earnestly recommended by your Committee that the universities of the United States cooperate in sending distinguished scholars to the southern countries of America to lecture on the scientific, literary and historical activities of the people of the United States.

In respect to opportunities for Latin-American students, there is a large group of able young men and women anxious to come

to the United States, but without the funds necessary to enable them to undertake the trip and to maintain themselves during their stay in this country. Your Committee feels that the presence of such students in the United States, especially the more advanced students, already engaged in teaching in secondary and higher institutions, would contribute to the establishment of closer intellectual ties between the United States and the Latin-American nations, and it earnestly recommends that fellowships be established for this purpose—especially fellowships for professional study—which would cover all necessary living expenses. These fellowships should be awarded on the recommendation of competent persons or organizations in each country. Such a service rendered by the universities of the United States to competent students from the southern countries would not only be deeply appreciated, but would be a concrete expression of our purpose to establish the closest possible relations with them.

L. S. ROWE, *Chairman.*

REPORT OF COMMITTEE M, *Freedom of Teaching in Science.*<sup>1</sup>—The last few years have witnessed a revival of the spirit of intolerance which has asserted itself, especially in the opposition to the teaching of evolution. Attempts have been made to secure the passage of laws forbidding such teaching in state-supported institutions of learning, and teachers of biology in a number of colleges have been dismissed on account of their promulgation of evolutionary doctrines. These occurrences have aroused in the teaching profession, and also in the general public, considerable concern over the maintenance of that freedom of thought and speech which Americans have regarded as one of their most valued possessions. Recent events have demonstrated that public opinion in several parts of the United States is considerably less enlightened than had commonly been supposed, and manifestations of intolerance which we had generally come to believe were no longer possible have been of not infrequent occurrence. There are, in the opinion of the Committee on Freedom of Teaching in Science, certain general principles by which we should be guided in regard not only to the teaching of evolutionary theory, but in all other fields of inquiry. Notwithstanding the fact that the doctrine of evolution in some form is accepted by practically all competent investigators in every branch of biological science, it is not so much for this reason that the at-

<sup>1</sup> Presented at the Annual Meeting, 1924.



tempts to suppress the teaching of evolution should be condemned because such attempts strike a blow at the fundamental principle of freedom in teaching and research. Opposition to the teaching of evolutionary theory is based mainly on ignorance and groundless fears. But the worst feature of the opposition is not that it is unscientific, but that it is un-American.

It is, we believe, a principle to be rigidly adhered to that the decision as to what is taught as true, or what should be presented as theory in science, or in any other field of learning, should be determined not by a popular vote nor by the activities of minorities who are persuaded that certain doctrines are inconsistent with their beliefs, but by the teachers and investigators in their respective fields. It would be absurd for the laity to attempt to dictate to the teachers of medical science what should and what should not be taught as facts in colleges of medicine. Teachers and investigators may teach doctrines in one decade which are discarded in the next; nevertheless, there is no body of individuals more competent than they to decide what doctrines are right, and if mistakes have been made, as they are bound to be, with the best of intentions, the teachers and investigators have proven themselves to be the first to discover and to rectify the errors without the assistance of uninformed outsiders. We are never absolutely certain as to what constitutes truth, but if there is any method of insuring that what is taught is true better than that of giving investigators and teachers the utmost freedom to discover and proclaim the truth as they see it, that method has never been discovered. If those who know most about a subject sometimes decide wrongly, matters are not likely to be mended by putting the decision into the hands of those who know less.

Some of the proposed laws in regard to the teaching of evolution would forbid this doctrine to be taught as fact, while permitting it to be presented as theory. If such laws are justified at all, they should apply to all theoretical questions instead of singling out the theory of evolution for special attack. A teacher in any field is under a moral obligation not to teach as a fact a doctrine which is not yet established. But who is to decide what can reasonably be held as settled fact, and what is still in the realm of uncertainty? Most well-established generalizations begin as theories before they are finally accepted as truisms. This was true of the theory of the rotundity of the earth, although a minority might protest even now against teaching dogmatically that this theory is proven. The line



between fact and theory would be drawn differently by different teachers. The attempt to settle such questions by law instead of allowing them to settle themselves in the light of advancing knowledge would create only endless mischief and confusion. The theory of evolution is one of those generalizations which are so far along on the high road to general acceptance as an established truth that teachers of biology differ as to whether, for practical purposes, it should be classed as fact or theory. So long as students as well as teachers are aware that there is a small measure of uncertainty attaching to most things regarded as facts, the distinction between what is called fact and what is an extremely probable theory is not one which urgently needs to be recognized by legislative enactment, especially since there is no way in which such questions can really be settled except through the advancement of knowledge.

The attempts which have been made to suppress all teaching of evolutionary theory, even as theory, are a menace not only to freedom, but to liberal education. Whatever one may think of the doctrine of evolution, he cannot fail to recognize the fact that it has profoundly influenced thought not only in the biological sciences, but in psychology, sociology, education, ethics, political science, philosophy, and many other fields of human knowledge. It is a doctrine, therefore, with which every person with any pretense to a liberal education should be familiar. Efforts to keep students from knowing about it are not only futile, but they constitute a violation of the rights of students to know what is the consensus of the best opinion on a great problem. Students have a right to know the pros and cons of controverted subjects in every field. Teachers should be free to present these subjects and to express their own position in regard to them. It is only the things that are not true which have anything to fear from freedom of discussion, and it is only by the maintenance of this freedom that we create conditions under which the truth will most rapidly prevail.

S. J. HOLMES, *Chairman.*

## REPORT OF THE COUNCIL

The Council for 1924 held a session at Columbus, Ohio, at the close of the 1923 annual meeting. The Executive Committee, held the usual spring meeting on May 5th at Washington, D. C.

The Council has dealt during the year with the usual formal business of arrangements for the annual meeting, committee appointment, recruiting of membership, transfers to the honorary list, etc. Professor Mary W. Calkins of Wellesley was appointed Vice-President to fill the vacancy caused by the death of M. S. Slaughter, Wisconsin.

The principal items are as follows:

Committee chairmen have been appointed as follows:

Emeritus Membership, A. C. Armstrong (Philos.), Wesleyan; Freedom of Teaching in Science, S. J. Holmes (Zool.), California; International Relations, E. R. A. Seligman (Pol. Sci.), Columbia; Nomination of Officers, A. N. Holcombe (Govern.), Harvard; Systems for Sabbatical Years, F. N. Scott (Eng.), Michigan.

Committee T, Place and Function of Faculties in University Government, was discharged with the thanks of the Council, but it has since been voted to revive it.

Professor Katherine J. Gallagher of Goucher was appointed a representative of the American Council on Education for the term ending December, 1926. E. C. Armstrong of Princeton was appointed a trustee of the American University in Europe for the term ending December, 1926. J. M. Coulter of Chicago and Harris Hancock of Cincinnati, were appointed representatives in the Council of the American Association for the Advancement of Science. C. H. Judd of Chicago has been appointed representative of the Association in the American Council Committee on Standards.

A proposal that former members may be reinstated on application and on payment of arrears of dues existing at the time membership terminated has been approved.

Arrangements have been made with the American Council on Education for what should prove an important Conference on General Principles of Academic Freedom and Tenure and Procedure in applying them. (See page 99.)

## REPORT OF THE SECRETARY

The membership statistics for 1924 are as follows:

### January 1, 1924

Active members.....	5206
Honorary members.....	69

### January 1 to December 1, 1924

Elected to membership.....	561
Reinstated.....	17
Resignations.....	116
Deaths.....	32
Transfers to Honorary list.....	5
Deaths of honorary members.....	3

The Association has members at 226 institutions.

There are 29 institutions without local chapter organizations in which the President and the Secretary of the Association have authority to designate chapter officers.

Fifty-nine members have asked excuse from payment of dues on account of foreign residence, in accordance with recent action of the Council.

Arrangements for publicity have been efficiently carried out during the year by Miss Margaret L. Farrand of Smith College. It is safe to say that this important part of our work has been better cared for this year than ever before.

During the Secretary's prolonged absence in Europe—from March until September—the work of his office was efficiently conducted by the Assistant-Secretary, Professor E. F. Langley.

H. W. Tyler, *Secretary*

## REPORT OF THE TREASURER

### *Receipts*

Balance from fiscal year of 1923.....	\$2204.27
Dues.....	14985.65
Bulletin.....	311.97
Interest on Bank Deposits.....	87.21
Annual Meeting Reports.....	50.00
Interest on Liberty Bonds.....*	159.38
Miscellaneous.....	52.70
	<hr/>
	\$17851.18

### *Disbursements*

Bulletin.....	\$5620.62
Secretary's Office.....	4508.99
Treasurer's Office.....	1397.40
President's Office.....	239.05

### *Committees*

Committee A.....	\$479.81
Committee G.....	542.19
Committee T.....	210.37
Committee R.....	4.85
Committee L.....	26.20
Committee B.....	110.95
Com. on Nominations.....	26.20
Committee I.....	4.00
Committee E.....	53.21
Clark University Committee... ..	163.13
U.S. Naval Academy Committee ..	10.53
	<hr/>
	\$1631.44
Annual Meeting, Columbus.....	2252.24
Executive Committee Meeting.....	444.16
Chapter Rebates.....	373.25
Refunds.....	22.67
American Council on Education & American Univ. Union in Europe.....	142.50
Miscellaneous.....	374.80
	<hr/>
	\$17007.12
Balance in Citizens Nat'l Bank & Trust Co.,	\$844.06

W. T. SEMPLE, *Treasurer.*

Fiscal Year of 1924, December 1, 1923, to November 30, 1924.

## AMERICAN COUNCIL ON EDUCATION

CONFERENCE ON ACADEMIC FREEDOM AND TENURE.—A conference on Academic Freedom and Tenure called by the American Council on Education met on Friday, January 2, 1925, at Washington. The following associations were represented by the delegates named:

American Association of University Women: Mina Kerr, Mary Van Kleeck; American Association of University Professors: A. O. Leuschner, F. S. Deibler, A. O. Lovejoy; Association of American Colleges: John R. Effinger; Association of American Universities: A. H. Lloyd; Association of Governing Boards: J. W. Barnes; Association of Land Grant Colleges: A. F. Woods; Association of Urban Universities: Wm. Mather Lewis; National Association of State Universities: H. W. Chase; American Council on Education: H. W. Tyler, S. P. Capen, F. B. Robinson, C. R. Mann.

The meeting was called to order by Professor H. W. Tyler, as Chairman of the American Council on Education. The general purpose of the meeting was stated to be a discussion of the problem of coordinating action on questions of academic freedom, tenure and promotion.

Professor A. O. Leuschner, representing the American Association of University Professors, described the difficulties that have been encountered in this matter by the Association, and told how many of them have been overcome at the University of California by sympathetic cooperation between the trustees, the president and the faculty.

Miss Van Kleeck representing the American Association of University Women, spoke of a study that had been made at Smith College by a joint committee of the faculty and trustees to determine what had been the practice of Smith College in these matters during the past twenty years.

Dean Effinger presented the statement concerning academic freedom and tenure adopted by the Association of American Colleges and urged the advantages that would accrue if all the associations would agree on a common statement of general principles.

After discussion of the statement presented by the Association of American Colleges it was *voted* to appoint Messrs. Capen, Effinger and Lovejoy a committee to revise the statement presented by the Association of American Colleges in the light of the suggestions that had been made.

The chair appointed Messrs. Chase, Deibler and Woods a sub-



committee to make recommendations as to what further action, if any, should be taken by the American Council.

At a subsequent session the drafting committee presented the following statement:

#### *Academic Freedom*

1. A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

2. A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except insofar as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

3. No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his own position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

4. A university or college should recognize that the teacher in speaking or writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attachés to all other citizens. If the extramural utterances of the teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

#### *Academic Tenure*

1. The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

2. Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be

taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

3. It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence, the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time that the decision is reached.

4. Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

The following resolution was unanimously passed:

*Resolved*, that this Conference concur in the conventions concerning academic freedom and tenure adopted by the Association of American Colleges, as modified in the foregoing statement, and it recommends the adoption of these conventions, in the form here suggested, by the several bodies represented in this Conference, and by American universities and colleges.

On recommendation of the second committee it was unanimously

*Resolved*, that the American Council on Education be asked to undertake the assembling of data regarding the practice of institutions of higher education in dealing with appointments and promotions, and in providing incentives for the development of individual members of their faculties, and that it be further asked to make the same available through publication and through communication to the constituent members of the Council.

The following further resolution was unanimously adopted:

*Resolved*, that the American Council on Education be requested to call a second conference on this subject, inviting the same associations

that were represented at this conference, to consider the facts and progress made in accordance with the foregoing resolutions whenever, in the judgment of the Council, it appears that such a conference would be advisable.

EXECUTIVE COMMITTEE MEETING.—At the January meeting of the Executive Committee the total membership of colleges and universities was reported as 182; the total income for 1924, nearly \$38,000 plus a subsidy of \$35,000 from the Laura Spellman Rockefeller Memorial, for the support of international educational relations. A grant of \$90,000 has been made by the Carnegie Corporation for the study of the teaching of foreign languages, to be carried on by a special committee under the chairmanship of Professor R. H. Fife, Columbia, and a Canadian committee under the chairmanship of Professor M. A. Buchanan, Toronto. The psychological tests prepared by a committee for circulation by the Council have been used by 97 colleges to the extent of 40,000 copies. A grant of \$5000 has been made by the Commonwealth Fund for a systematic study of results and for the preparation of a new edition. A committee of five under the chairmanship of H. E. Hawkes, Columbia, has been appointed to coordinate vocational guidance experiments including, besides the use of psychological tests, an analysis of the professional requirements for medicine and business; a study of college personnel offices, and of vocational guidance in the colleges; the Division of International Relations reported on a study of American organizations dealing with international educational matters; a study of foreign institutions from which students come to the United States; co-operation with the Commissioner of Immigration; foreign migration of American students and opportunities for them; Franco-American exchange results; extension of the work of the London and Paris offices of the University Union, etc.

Some of these matters are outlined more fully in the following extracts from the current *Educational Record*.

THE PERSONNEL REGISTER.—“The records of twenty thousand college teachers are now available for the use of officers seeking instructors. There are more than fifteen hundred in English alone, about a thousand in Mathematics, as many in Agriculture, thirteen hundred or more in Economics, and so on. All ranks of college teachers are represented.

“A representative of the Personnel Division has recently visited a number of colleges in order to discover how the usefulness of this

service may be increased. Not a few administrative officers reported that they were able to make appointments as a result of information sent them. Others felt that, although they were unable to attract any of the men nominated for their vacancies, the survey of the field afforded them by these lists was highly valuable to them. Still others saw in the data sent them opportunities for gaining valuable knowledge of the professional standards, salary demands, and occupational trends in any given field.

"The plan of securing a corresponding member in each of the institutions has worked to the mutual advantage of the institution and the Division. Nearly a hundred such representatives are now engaged to complete the registration from their colleges and to help in keeping the information accurate from year to year.

"The work of the Division is so closely related to that of the college appointment office that it is possible for them to merge into an entity, one supplementing the work of the other. The college appointment secretaries have cordially endorsed the efforts being made by the Council to establish a national center where the problems of college appointments may be formulated and articulated.

"Every college and university has its personnel problem. In the smaller college this is generally one of faculty make-up. In the great universities it is more often a problem of marketing the product. In fairness to the administrative officer, who spends an unwarranted amount of time and money each year in the search for the right teacher, and in justice to the teacher whose growth is often stunted by his environment, a great cooperative experiment in the direction of better adjustment of capacity to opportunity should command the support of all members of the teaching profession.

"If institutions will use the register freely in finding candidates for positions and if they will, with equal freedom, submit constructive suggestions as to how the service can be strengthened, progress toward better professional conditions will be accelerated to the benefit of all concerned."

THE BRITISH DIVISION OF THE AMERICAN UNIVERSITY UNION.<sup>1</sup>—

"It ought to be more clear than it is to American professors and students that the newer ("modern") universities of Great Britain welcome our students to the use of their excellent facilities and that adjustments in transfers from our institutions to theirs are less difficult than in the universities of Oxford and Cambridge. American

<sup>1</sup> From report of Dr. C. A. Duniway as Director of London Office for 1923-4.

students tend to resort almost exclusively to Oxford, Cambridge and London, with small numbers in Edinburgh and occasionally in other British universities. The system of residential colleges which is distinctive of Oxford and Cambridge requires careful limitations upon numbers of their foreign students so that only those Americans are desired who purpose to remain long enough (usually three years) to read for an honors degree, and whose college training closely approximates the typical preparation of British schools. Satisfactory and distinguished opportunities for study and research will be found by qualified Americans in other British universities, not only in London but in other centers as well.

"I do not attempt to discuss here problems of the advantages or disadvantages of interrupting the college courses of undergraduates by intervals of a year for the sake of foreign experience. British educational officers cordially express their desire to give every possible consideration to American students who may be sent to them. While they are not convinced that American undergraduates will greatly profit by a year or more spent in exchange, they recognize that our American institutions must decide such questions. So far as their own undergraduates are concerned they generally hold the opinion that a year spent in an American college or university would add that time to a period required for their British degrees.

"Large numbers of graduate students, men and women of marked ability, are eager to migrate from British to American universities for continued research and broader experience.

"American higher education still suffers abroad in prestige from the existence of degree-granting organizations under lax laws in several states and the District of Columbia. Clever advertising of claims to legal sanction of "charters" (actually articles of incorporation under general laws), followed by soliciting of plausible agents, brings many enrollments of students for correspondence and home-study degrees. False analogies with British "external degrees" furnish another cloak for the marketing of commercialized degrees. Then "British holders of American degrees" project organizations to procure public recognition and to foster international comity in education! Men who have the confidence of the public are misled by such pleas into accepting honorary positions implying endorsement. The officers of the Union have to spend not a little time disabusing the minds of inquirers on such substitutes for higher education in America."



COOPERATIVE EXPERIMENTS IN EDUCATION.—“Under the guidance of a committee (the National Research Council), a conference on the problem of vocational guidance of college students was held on January 1, 1925.

“An all-day discussion of the problem led to the organization of an advisory council on vocational guidance of college students, with power to increase its membership. Dean H. E. Hawkes of Columbia was elected chairman and instructed to appoint an executive committee of five of which he should also be chairman.

“Discussion of the nature of the problem led to its subdivision into three major parts, namely, job specifications, measurement of human abilities, and technique of adjustment between men and jobs. On the basis of this analysis it was agreed that the work of the advisory council might well begin with developing cooperation on three specific tasks; namely, making job specifications in medicine and business, extending cooperative experiments with objective tests, and developing personnel offices in colleges. A necessary concomitant of these would be maintaining a news service to keep all concerned informed of developments.

“The executive committee was instructed to formulate the plan in greater detail, to canvass the field and nominate to the council a suitable director of the work, to seek the necessary financial support, and to settle the questions of sponsor and of location of the central office.

“Another field in which cooperative experiment and study are developing is that of appointment, tenure and promotion of college and university teachers. A significant study has recently been made on this subject at Smith College by a joint committee of its own trustees and faculty. A similar study of college finance will be possible as soon as the final volume of the report of the Finance Commission is issued.

“Questionnaires and surveys are useful tools of investigation. But questionnaires and surveys are now so numerous that many school officers are on the verge of revolt. They are ready to welcome any new method that promises to get reliable and much needed basic facts about schools with less paper work and more action. They also prefer to have a hand in the pioneer work of perfecting school practice rather than to read ready-made plans constructed by others.

“For reasons such as these, the questionnaire and the survey are yielding place to cooperative experiments. As in other fields, so

in education, compiled opinion is proving a less reliable leader than organized facts. Educational experiments are now regarded as essential to sound progress. They are justifying themselves by the demonstrable results achieved by their intelligent use.

"The technique of educational experimentation has been developed by working with relatively small numbers of cases in particular institutions. Under these conditions special features of the local situation often affect the findings and render the results ambiguous. The validity of the results is more readily accepted when concordant conclusions are reached independently by different observers who have tried the same thing in different places. Cooperative experiment and study make this possible. Hence the widespread and rapid development of such guided experimentation wherever its underlying principles are understood."

C. R. MANN.

INTERNATIONAL RELATIONS.—"International educational relations apparently interest many individuals and groups in the United States.

"A list of American bodies in the field of international educational relations, although searched for widely, has not yet been found, and must be made available to all parties interested.

"The American Council on Education has already a list of 76 organizations, the names, addresses, purposes, officers, financial support, publications, and history of which will be made known in *The Educational Record* of April, 1925. The Council will appreciate cooperation in securing additions to the following list:

*The United States of America:* The Department of State; The Department of the Interior, the Bureau of Education; The Department of Labor, the Bureau of Immigration; the United States Senate, the Committee on Foreign Affairs.

*The League of Nations:* Committee on Intellectual Cooperation, American Committee on Intellectual Cooperation, International University Information Office.

*The Pan-American Union:* Division of Education.

*International Associations:* Atlantic Conference, Association for International Interchange of Students, International Council of Women, International Educational Association, International Federation of University Women, Pan-American Educational Conference, Pan-Pacific Educational Conference, Pan-Pacific Union.

*American Associations:* American Association of University Professors, Committee on International Relations; American Association of University Women, Committee on International Relations; American Institute of Archaeology; American Junior Red Cross; American Red Cross; Association of American

Universities, Committee on Oriental Institutions; American College of Surgeons; American Council on Education, Division of International Relation, Committee on American University Union; Carnegie Corporation; Carnegie Endowment for Peace; Carnegie Foundation for the Advancement of Teaching; Committee on Foreign Travel and Study; Commonwealth Fund; Crane Friendship Fund; General Education Board; Hall Foundation; International Health Board; International Education Board; International Y. M. C. A., Committee on Friendly Relations among Foreign Students; Institute of International Education; Laura Spelman Rockefeller Memorial; Moro Educational Foundation; National Academy of Design; Near East Relief; National Education Association; National Collegiate Athletic Association; National Research Council; Penfield Foundation; Phelps-Stokes Fund; Rockefeller Foundation; United States Chamber of Commerce, Committee on Education for Foreign Trade, Committee on Foreign Travel and Study; Y. W. C. A.

*Organizations Relating the United States and Another Country or Group of Countries:*

Austria: England-American Institute.

Baltic-American Society.

Belgium: Committee on Relief in Belgium.

British Empire: American University Union, London Branch; English-Speaking Union; Rhodes Trust; Sulgrave Institution; British Council of Interchange of Speakers; Interchange Committee of the Universities of the British Isles; Universities of the British Isles; Universities Bureau of the British Empire; Riggs Fellowship; Walter Hines Page Fellowships; Graff Fellowship.

Bulgaria: The English-Speaking League.

China: Chinese Educational Mission; Educational Bureau of the Chinese Ministry of Education; China Society.

Czecho-Slovakia: Luncheon Conference on Slavonic Studies.

France: Alliance Française: American University Union, Paris Branch; American Field Service; American Library; Anciens Elèves; American University Women's Club in Paris; American Council on Education, Committee on Franco-American Exchange; Office National des Universités Françaises.

Germany: German-American Exchange, Amerika Institut.

Hungary: American-Hungarian Foundation.

Italy: Italy-America Society, Library for American Studies in Italy, American Academy in Rome.

Netherlands: Netherlands-America Society; Netherlands Committee for International Academic Relations.

Persia: Persia Society.

Poland: Poland Society; Polish-American Scholarship Committee.

Russia: Russian Student's Relief.

Scandinavian Countries: American-Scandinavian Foundation.

Spain: Junta para Ampliación de Estudios.

*American Academies and Schools and Colleges Abroad:* American Academy in Rome; American School of Classical Studies in Athens; American School of Prehistoric Studies; American School of Archaeology, and American School of Oriental Research, Jerusalem; American School, Bagdad; Robert College, Constantinople; American University at Cairo; American University of Beirut;

Constantinople Woman's College; Yale in China; American College, Rome; American College, Louvain.

*International Relations of Individual American Colleges and Universities:* University of Michigan, Amherst, Armour, Bryn Mawr, Brown, Columbia, California, Delaware, Georgetown, Harvard, Johns Hopkins, Massachusetts Institute of Technology, Oberlin, Pennsylvania, Princeton, Rosary, Rochester, Smith, Utah, Vassar, Wellesley, Williams, Yale, etc.

*American Relations of Foreign Universities:* National University of Mexico, University of Manchester, Cambridge University, Imperial College of Science and Technology, etc.

Foreign Missionary Educational Institutions.

"The universities and colleges of this country are in need of full and accurate information concerning foreign institutions, such as the Association of American Universities possesses concerning each American college: personnel of faculty, curricula, laboratory and library equipment, requirements for admission and graduation, financial stability, educational standards, success of former students when resident in American institutions of higher education. Examples of the need for these facts are frequent. The Associated Press published, October 1, 1924, a dispatch from Peking regarding an "apparently authentic" report that the Minister of Education had issued instructions to authorities in the provinces to cut down the number of students to be sent to America. It was alleged that the communication to the provinces included these words: "The reason why most of the students go to America is that they easily obtain admission into American colleges where they become special students. In two or three years they return to China, being considered to have graduated. Although there are not a few who go to the United States to obtain a real education, a majority go simply to get a degree". . . It is clear that, because of sheer friendliness for China and lack of information concerning Chinese educational establishments, there has been a generous, possibly too generous, recognition of the credentials of Chinese students. Certainly, and for the same reasons, there is a variety of practice even among the best colleges in classifying Chinese students with identical credentials. . . In the case of Latin-American countries there is a like need for exhibition of the facts. . . Facts concerning Continental European universities and colleges sending students to the United States and even British institutions should likewise be fully made known to American college officers. It is true that the American Council on Education and various committees and organizations and individuals have made avail-

able their opinions regarding the ranking of foreign universities. These opinions, however, have not prevented some American college authorities from seeking quite properly to know the merits of individual cases and the facts regarding the institution concerned. The result is a variety of practice, some basing their administration on one opinion and some on another and some on such facts as are available in the case—a confusion which results in almost daily requests for such a study as the American Council on Education proposes to make in cooperation with the Bureau of Education and other agencies.

"The foregoing has reference chiefly to the proper administration of the curricula of foreign students seeking American degrees. But there is need also for information regarding the opportunities abroad for American students. . .

"Even if the American student can find satisfactory education in foreign countries can he afford the cost. The American Council on Education in attempting to find the answer to the question has been in communication with the Atlantic Conference, comprising all the transatlantic steamship companies and with representatives of individual organizations in regard to extending to students and professors a reduction in rates. The Council has been trying to further also, for the benefit of American students, the use of the newly developed third-class form of travel. Even if such a reduction is granted, it will not solve the financial problem of all students who will study in foreign countries. Scholarships are more numerous than is generally known. Information regarding these may be secured from the Institute of International Education and from the list to be published in the April *Educational Record*. . ."

DAVID ALLAN ROBERTSON.



## EDUCATIONAL NOTES AND COMMENTS

ASSOCIATION OF AMERICAN UNIVERSITIES, *Standing of Teachers' Colleges*.—The Proceedings of the Twenty-fifth Annual Conference held at the University of Virginia, November 9 and 10, 1923, include the report of the Committee on the Standing of Teachers' Colleges, recommending that the Association adopt the following statement:

The admission of graduates of Teachers' Colleges to standing in graduate schools must for the time being depend on the scrutiny of the individual records. Where such records show that a student has pursued coherent groups of courses and where the evidence shows that these courses have been administered by instructors of adequate scholarly training, the student should be admitted to candidacy for the Master's degree in full standing.

The Association should express itself as opposed to any system of admission to graduate schools which is based on considerations other than those mentioned in the foregoing paragraphs. Specifically should it express itself as opposed to enactment of legislation compelling graduate schools to accept graduates of Teachers' Colleges regardless of such consideration.

Finally, the Association should express to those Teachers' Colleges which are assuming leadership in the establishment of high scholarly standards its desire to cooperate in every possible way in the promotion of a movement which shall make it impossible for the Bachelor's degree to be awarded by institutions which do not organize their courses systematically and under conditions favorable to a high grade of scholarly work.

ASSOCIATION OF GOVERNING BOARDS OF STATE UNIVERSITIES AND ALLIED INSTITUTIONS.—This Association grew out of a conference held at the University of Michigan in October, 1920. The constitution adopted the next year includes the following provisions:

The purpose of this Association shall be the consideration of the general administrative problems of the institutions included in the membership of the Association.

The membership of this Association may include any college or university in any state, or other political sub-division, which may be recognized by a state as a state university, and such other allied or tax-supported institutions as may be elected to membership.

The proceedings published in 1923 include the following summary of the salary problem by a regent of the University of Minnesota, and of student fees and tuition charges by a regent of the University of Wisconsin:

*Minnesota*

Certain facts are well established and recognized by all institutions.

I. The salaries were too low in 1913-1914 to attract a sufficient number of the finest types of instructors.

II. The increases granted since then do not equal the increases in the cost of living.

III. The universities are now relatively worse off than in 1913-1914.

IV. Any institution that now fails to make increases in salaries, loses its relative position among American universities.

V. Years of effort and much money are necessary to reestablish the personnel and reputation of an institution, which once loses its standing.

The time has now come when the people of these midwestern states must determine the question of whether they desire to maintain the present standing of their universities. These must receive a large increase in revenue if past achievements are to be maintained.

*Wisconsin*

I. There should be a uniformity in non-resident tuition fees.

II. Extracurricular expenses should be borne by the student.

III. A certain proportion of deserving students should enjoy a remission of fees.

IV. Students should be advised against endeavoring to earn their way through college.

V. Permanent loan funds should be solicited, or, better still, established by appropriation.

A discussion of our problems by Regent Beal of the University of Michigan includes the following interesting passages:

"The longer we are on these boards the more acutely there is pressed upon us our responsibilities for three great demands. We take office with the thought uppermost that we are to look after the business end of the university management, leaving with the president the academic and administrative functions. In the main that is our job.

"Soon the students and their parents commence impressing upon us that we have a stern duty to provide for the physical development of those in our care. So we procure gymnasiums and athletic fields with competent instructors.

"After a time we find the morale of students and teachers breaking down. We reflect on this until we come to a consciousness that there is another paramount obligation—that of building up character in college halls. We conclude we must safeguard the moral side, else

civilization slips backward. It is no final good to build up body and mind without giving out navigation rules to avoid the rocks, to find a trackless way to sail through storms and safely reach quiet anchorage grounds. Professors will fight for the intellectual development. Students will demand the physical. Who will urge that the moral side be cared for? Our duty is to present a spiritual side as well as a mental and physical upbuilding. . .

"The president of your university must have high ideals of mind training, an administrative genius, a diplomatic temper, a financial sense, an initiative for advancement to discern what will be demanded of a college twenty years from now in order to start early, also a sense of humor to oil the frictional parts, a good digestion to assimilate alumni dinners, as well as judgment when to get mad and at whom. Does he wish with his whole heart to be endowed bountifully with all these qualities which are well nigh superhuman?

"Then we come to the teacher. The greater part are self-sacrificing, patient, loyal, believing what they teach is the most important branch of learning, interested in the students' progress and disliking to cast out a poor student. Yet there are some who get on the salary list for the pay which is more than obtainable elsewhere, some who, because classes are large, advocate and practice the cutting out of a fixed ten per cent of their pupils, some who do not lead lives or advocate doctrines helpful to those looking to them for leadership. Their test is, do they wish with their whole heart to teach for helpfulness the boys and girls, and for the glory of the college?

"Now what about the ones for whom is all this expenditure of money, time, thought, worry, planning by the greatest minds of the Republic? As we tell the legislatures, they are the best treasures we have to guard. A noted educator declares they come to us already molded by their homes, their communities, their high school ideals, their habits nearly formed, their ancestry or background. Some are serious, some pleasure loving, some easily led. How shall we induce them to wish with their whole heart for scholarship?"

STATISTICS OF UNIVERSITIES, COLLEGES AND PROFESSIONAL SCHOOLS.—The U. S. Bureau of Education, *The Bulletin*, 1924, No. 20, contains comprehensive statistics for 1921 and 1922. The number of institutions is 780; of professors and instructors, 39,000 men and 10,000 women; of students, 254,000 men, 160,000 women; in colleg-

iate departments, 15,000 men and 8,000 women; in graduate departments, 15,000 men and 8,000 women; in professional departments: engineering schools, 56,000 students; law schools 29,000; medical schools 17,000; theological schools 8,000. Public institutions enrolled 149,000 men and 71,000 women; private institutions, 253,000 men, 145,000 women. 148,000 students attended summer schools; 114,000 were registered in extension and correspondence courses. The number of baccalaureate degrees conferred was 29,000 for men and 18,000 for women; higher degrees: 5,400 for men and 1,900 for women; professional first degrees, 12,000; honorary degrees, 1,082. The total receipts of the institutions for the year amount to \$272,800,000, including endowment. The receipts from students' fees were \$64,000,000; from state and city, \$65,000,000; from the United States \$15,000,000; from private benefaction \$77,000,000. Statistical tables show relations of growth and personnel and financial data by states and by institutions.

LEAGUE OF NATIONS.—*Committee on Intellectual Cooperation.* The October Bulletin of the International University Office contains extracts from the minutes of the subcommittee on Inter-University Relations, and general university information from many sources. A subcommittee on Intellectual Life in the new countries of central Europe makes the following recommendations:

To entrust the Subcommittee for Intellectual Property with the study of a scheme for the establishment of an international fund for borrowing and credit purposes, which has for its object the speedy supplying of professors travelling abroad for scientific purposes with the necessary sums for their expenses and for the purchase of instruments indispensable for the use of university institutes.

To request the Assembly to invite States to grant to professors travelling abroad for scientific purposes travelling facilities similar to those which certain States have granted to groups of students.

To authorize the Subcommittee for University Relations to get into touch at one of its next sessions with the principal institutions established in the western countries for the study of the countries of central and eastern Europe, especially with the Institute of Slavonic Studies at Paris, the School of Slavonic Studies in London, and the Istituto per l' Europa Orientale in Rome.

To recommend to the national committees concerned the joint extension and development of the 'Instituts à l'étranger' (institutes in foreign countries), with a view to establishing and drawing closer the intellectual bonds between the countries of central and eastern Europe and the western countries.

To encourage special conferences between the national committees belonging to these two groups of countries with a view not only to putting into practice the previous recommendation but, generally speaking, the former wishes of the International Commission with regard to interuniversity exchanges.

To commence the study of the problem of post-graduate scientific research which particularly concerns certain countries of central Europe, but is of equal interest for all other countries of the world.

Universities throughout the world have sent in information about courses on international affairs.

Different sections of the Bulletin include communications from National University Offices, communications from the International Students' Association, communications from National Committees on Intellectual Cooperation, from Congresses and institutions related to intellectual life, and a general discussion on university life in particular countries.

THE AMERICAN CIVIL LIBERTIES UNION,<sup>1</sup> *Free Speech in Colleges*.—A committee on Academic Freedom under the chairmanship of Professor C. R. Skinner of Tufts College, has been formed to deal with any case of interference with the activities of liberal or radical students or instructors in any college or school in the country. The Committee will not duplicate work done by other organizations primarily concerned with restrictions on class-room teaching and the discharge of teachers for their views. It will deal with (1) laws restricting teaching, such as those attempting to prohibit the teaching of evolution, of pacifism and of certain concepts of history; (2) with college and school rules restricting students' liberal and radical activities; and (3) with interference with freedom of opinion of individual students and teachers outside the classroom.

A previous statement by the Civil Liberties Union reads in part as follows:

"Before the World War, and more frequently during the war and since, teachers have been dismissed for statements made by them before classes or elsewhere, or for opinions alleged to be held by them. Recent history is filled with numerous cases of propagandists' efforts to distort education in the interest of a particular conception of political and economic thinking. Most conspicuous are the Lusk Laws, recently repealed in New York State, the attempt to rewrite history from a nationalist viewpoint, the attacks of the American

<sup>1</sup> 100 Fifth Ave., New York.



Legion and other organizations on both the teaching of pacifism and on pacifist students, and the efforts to combat the teaching of evolution in the schools and colleges."

The American Civil Liberties Union regards this situation as one for its concern. The public mind is poisoned at its source when special interests take hold of educational institutions for promoting their own propaganda. In cases involving freedom of opinion outside the classroom the public interest is peculiarly involved. In such cases we offer the aid of our legal and publicity services to teachers or students whose views subject them to attack.

THE CARNEGIE CORPORATION, REPORT OF THE PRESIDENT.—*General Policies of the Corporation.*—"Apart from the projects brought up for consideration by the members of the Board itself or presented on behalf of the Boards of other Carnegie enterprises, the Corporation acted last year on 397 applications. Of the cases in which a budget was submitted with the application, the amount asked for came to more than \$40,000,000. In only 68 cases could any grant be made, and of these 33 were renewals of grants made in former years. . . .

"Turning now to the general questions of policy to which reference has been made the Corporation has given particular attention during the year to the following: the responsibility of educational foundations to the public and to public opinion; the relation between the diffusion of knowledge and the guidance of opinion; factors affecting the limitation of program; and relations with operating agencies.

"*Public Opinion.* It is now generally recognized that there is no fundamental distinction between the responsibilities of universities supported primarily by public taxation and those of institutions supported primarily by private endowment—both are public institutions. It must also be recognized that educational endowments such as the Carnegie Corporation are essentially public and not private enterprises. Grants made by them are matters of public concern and, other things being equal, they should involve the largest possible degree of public participation in what is recognized on all sides to be a cooperative enterprise. It will not do for those in charge of such endowments to assume that so long as their own motives are completely disinterested, criticism as to their acts and policies should be limited to the wisdom of this or that particular grant. They must recognize that doubts as to the basic social utility

of these organizations have long existed in the minds of men and women regarding whose sincerity there can be no question, whatever may be said as to the amount and accuracy of their information. While, for the moment at any rate, the extraordinary results which have been achieved through the grants of these bodies, particularly in the alleviation of human suffering, have operated strongly to increase public confidence, no one can say whether this state of mind is to be permanent. The time may well come when the possibilities of usefulness open to the Carnegie Corporation, for example, will depend in large measure upon the number and distribution of those who can testify on the basis of actual experience that the organization does not regard itself as a dominating or patronizing force in carrying forward any particular program, but merely as one factor, and not the controlling factor, in cooperative enterprises for the advancement and diffusion of knowledge and understanding among the people of the United States. It is not enough for the Trustees themselves to realize that the furnishing of funds, important as it is, is secondary to the knowledge and the labor of those who actually transform an ideal into reality; there should also be at least the nucleus of an understanding public opinion on the subject.

*"Diffusion of Knowledge and Direction of Opinion.* While it would be exceedingly difficult and not particularly profitable to draw a hard and fast line between the diffusion of knowledge and the directing of opinion, it is clear on which side of the doubtful zone between the two the interest and the responsibility of the Corporation should lie. The deliberate and conscious propagation of opinion is a perfectly legitimate function for the individual, but it is becoming generally recognized that it is not the wisest use to which trust funds can be put—and this entirely apart from the question whether, in any given case, those in charge of such funds may, as individuals, be sincerely and even enthusiastically in favor of the spread of the idea in question. Surely, the discovery and distribution of facts from which men and women may draw their own conclusions offers a field sufficiently wide and sufficiently vital to the welfare of humanity.

*"Limitation of Program.* The foregoing are but two of many elements to be considered in determining the program of such a body as the Carnegie Corporation. Offhand, an income of six million dollars a year would appear to give freedom for practically an unlimited range of interest under the provision of its Charter, but after all, six million

dollars makes a very small proportion of one billion, and this latter is the sum which it has been estimated the United States requires or at any rate spends each year upon its philanthropies.

"The Corporation must of necessity restrict its angle of vision and, at the best, it can support only a very small percentage of the projects which are brought to its attention, even from among those regarding whose usefulness to humanity there can be little question. Among the other factors to which consideration must in any case be given is that of the possibility of support from other sources. It would appear to be entirely proper for the Trustees to recognize that certain undertakings can look with confidence to support for their general activities from what may be called a regular constituency. A well-established college or university, for example, may turn to its own alumni, and the members of a large and rich community served by some local institution like a library, or museum, or hospital, are more and more generally recognizing their direct responsibilities to such institutions. On the other hand there are enterprises, particularly in fields where experimentation and demonstration are still needed which cannot, certainly in the earlier stages of development, call upon any particular clientèle. Many of these cannot be undertaken at all unless appeal can successfully be made to the custodians of relatively unrestricted funds like those of the Carnegie Foundation.

"There is another side to this question of the limitation of program which is not always borne in mind. When once a foundation has contributed to one or more typical enterprises in any given field, the others in the same field naturally turn to it for aid. Obviously, if it habitually contributes to a wide range of activities, its contribution in any single field must be correspondingly reduced, and those whose applications must of necessity be declined are often severely handicapped in securing funds from other sources, due to the impression that they have been tried and found wanting by the foundation in question. That this impression may be wholly unjustified does not undo the harm. In so far as the program of a foundation is recognized as being limited—not necessarily permanently, but for the time being at any rate—to certain definite fields within which all outstanding propositions can be considered on their merits, this unfortunate situation is less likely to develop.

"In 1921, sixty-seven per cent of the number of grants made and seventy-seven per cent of the total sum voted, outside of the

appropriations to other Carnegie enterprises, were in the nature of contributions to campaigns for the general endowment or equipment of institutions or for the general support of organizations. Since that year, the tendency on the part of the Corporation has been more and more to support specific projects rather than to make such general contributions. As a result, the corresponding figures for the year now under review are as follows: forty-two per cent of the number of grants and thirty-three per cent of the sums voted.

"While the application of this policy has naturally proved disappointing to organizations now engaged in campaigns, it is believed that ultimately it will meet with general approval. The conditions facing the institutions of learning at the close of the war, together with good times, and the habit of generous national expenditure combined to create a series of endowment and building campaigns that swept like an epidemic across the country. A similar process developed in the interest of various associations and leagues and other similar groupings, many of which came into being at about the same period. Without prejudice to the good results obtained in many instances, it must be recognized that such a system of campaigns was wastefully conducted, and in others the sums received were not wisely spent. Too often the raising of funds for general expenses, and particularly for promotion expenses, becomes commercialized. This type of appeal presents an additional problem from the point of view of the foundations. In so far as these organizations are attempting to concentrate their efforts within certain recognized fields, and thus obtain from their grants cumulative results within those fields, contributions for general purposes, no matter how admirable in themselves, must be recognized as weakening their power to achieve these specific results. Fortunately, however, it is sometimes possible to make a contribution which serves to help the general financial situation of the institution in question and at the same time to carry forward, under particularly favorable circumstances, the development of an idea on which the Corporation is, at the moment, concentrating its attention. Within the means as its disposal, the Corporation should always be ready to take advantage of such opportunities as they arise.

*"Operating Agencies.* The Carnegie Corporation is not in itself an operating body. It certainly was not the intention of its founder that it should become so, and it does not seem probable that circumstances will arise which will make this step desirable. To de-

termine the fields in which appropriations may most wisely be made and to select in general terms the special projects within those fields is in itself a sufficiently heavy responsibility for the Trustees. . .

*"Conditional Grants.* Another problem to which intensive study could profitably be given is the conditional grant. It has its obvious advantages. A relatively small sum so offered will sometimes serve as a primer to produce an explosion of generosity from other sources. .

*"Research.* The opportunities open to the Corporation in the field of research have been the subject of particular study for several years, but this is a topic which is not—and never will be—exhausted. During the present year, for example, it has been pointed out to the Corporation that there are really two stages in most research processes, and that they are not necessarily best carried out by the same individual or the same agency. Breaking the trail is one matter, and broadening that trail into a road is another. The latter process is largely a matter of presentation and dissemination, but none the less it contains, or at any rate it should contain, an important element in research. A study of this whole question may prove to be of especial interest to the Corporation.

*"Special Studies.* In order that its lean years may be employed to the best advantage in preparation for the larger freedom to come hereafter, the Corporation during the year has tentatively selected a limited number of fields of broad public interest in which, in its judgment, intensive study is of immediate and pressing importance. Under modern conditions of civilization, mankind at large is being provided with more and more leisure time. The question as to what shall be done with this new-found leisure is one of the most vital which faces the world today; and it breaks up into component parts which are not only of great importance but of fascinating interest. By the studies through which it is endeavoring to find a basis for co-operation in the fields of library service, in education and appreciation in the arts, in modern languages and literatures, and in adult education, the Corporation is endeavoring to determine its own contribution toward a satisfactory reply, or rather to a series of satisfactory, if partial, replies to this question. As a preliminary to thorough investigations in these fields, it has on its own initiative appealed widely for advice and suggestions. In some cases, those most competent to advice are already organized. For its present problems in library service, for example, the Corporation could turn without hesitation to the American Library Association. In others,



it has seemed wisest to bring together quite informally a group of men and women for the preliminary discussions, and to supplement their findings as fully as possible by further discussion and correspondence. This has been the case in the study of modern languages and literatures, now happily launched under the general auspices of the American Council on Education. Proposed studies of the place of the arts in American life, and of adult education are still in the preliminary stages, but through the generous help of those best qualified to advise, substantial progress has been made in both these fields also.

"The Carnegie Corporation recognizes that whatever gets done in the world is accomplished by the individual. It also recognizes, however, that more and more under the conditions of modern life, the individual achieves his results as a member of a group or a team. Any one individual may have his place in two or even more groupings. Until very recently distributors of funds have thought of the college professor, for example, primarily as a member of the institution of learning of which he forms a part. As a matter of fact, his chief intellectual support and stimulus may often come from some learned society, a voluntary grouping of men of like interest, of which he is a member. The learned societies in science have now been generously supported, with results that are already striking. The Corporation has been proud to have a share in creating new opportunities and new stimulation for the men of science, and it is well for it to consider whether other fields of knowledge as, for example, in what is rather vaguely known as the Humanities, do not merit its attention. As a basis for the consideration of this question, the American Council of Learned Societies has already undertaken for the Corporation a study of the learned societies in these fields. . .

*"International Education.*—Within the past few years, a number of organizations have come into being which are particularly interested in the international aspects of American education. Of these, the most important are: the American Association of University Women, the American Council on Education, the American University Union and the Institute of International Education. While these bodies had demonstrated the existence of a field of real public usefulness, they were neither logically related to one another, nor could they separately command adequate resources. Through a fine display of cooperation on the part of the organizations themselves, the Corporation, in conjunction with the Laura Spelman Rockefeller Mem-

orial, has been able to ensure for a period of five years the adequate financing of these agencies, with the assurance that they are now organically united, and that the previous duplication of effort has been eliminated. . ."

F. P. KEPPEL, *President.*

## RECENT EDUCATIONAL DISCUSSION

LIBERTY AND SLAVERY IN UNIVERSITIES.<sup>1</sup>—"But it may be fairly set down as the outcome of Darwin's work that what fifty years ago was a controverted hypothesis has become an established axiom of science, a vital part of philosophic theory, a fixed datum of enlightened religious tradition.

"This is the doctrine and this is the man antagonized by an eloquent and distinguished American political leader, who is as poor in scientific knowledge as he is rich in economic and social fallacies. I feel as if it would be an insult to the intelligence of my audience to enlarge on the effort to control by legislation the truths of science, this strange abortion in the intellectual life of this scientific age.

"Let us ask to begin with what the Universities themselves can do? What contribution can they make—their boards of regents, their presidents, their officers, their professors—to that emancipation of the human spirit in the life of the university which is the sole antidote for intellectual slavery, the *sine qua non* of true liberty. Is it too much to ask them to play the parts of courageous men and high-minded scholars? Are they brave enough to protest against public and notorious tyrannies in academic life, wherever and by whomsoever practiced? Should the University of Virginia, to bring the issue home, keep silence when one of her own graduates is the victim of gross wrong? It is true that an organized society of university professors exists which has taken upon itself the duty of making an honest investigation and a public report in cases of unusual gravity. And yet he who reads one of their frozen verdicts misses the ringing indignation and the high-hearted scorn with which the true spirit of honor confronts the mean fallacies of ignoble malice. More is needed than this obscure record of academic condemnation. The general public never hears of the trial; and not one of the criminals at the bar ever deigns to read the record. The publications of every American university should recite the flaming story of its own alumni; and through the far flung columns of the public press such offenses should be exposed by college men to reprobation is not only a private evil but a public wrong.

"Nor should the power of our great universities be limited to this field of special controversy. Each year tens of thousands of young men and women in the plastic period of their lives feel the molding

<sup>1</sup> An address before the University of Virginia Chapter of Phi Beta Kappa, June, 1924; *Alumni Bulletin*, University of Virginia, October, 1924.

power of academic thought. No university is true to its own mission, no professor is loyal to his high calling, when the discipline offered to these great armies in the war for civilization is mere instruction in the foundations of scholarship or even the higher labors of productive research. The destiny of these young souls is citizenship in a great free democracy, and university life is a failure unless it 'creates in them those mental habits which enable people to acquire knowledge from its original sources and form for themselves sound judgment on the great issues of the hour.' It is a terrible error in any man now living to believe that because the grosser forms of superstition are defunct or moribund, because heresy trials in our day are themes for the comic rather than the tragic muse, because the squabbles of Modernists and Fundamentalists are used by journalists as themes for the diversion of the public, that, therefore, the forces of persecution have lost either their malice or their power. The very lives of our State Universities are in the hands of the legislatures which distribute the public funds necessary for their maintenance, that is to say in the hands of the politicians. The continued growth and efficiency of our private foundations are possible only through the good-will of men who from time to time reach imperial authority in the business and industrial worlds. The one effectual appeal which universities are able to make to both these classes of men is through an enlarged and enlightened public opinion. Time was when men looked to the churches for general social betterment; but that hope has faded away. Time was when we put our trust in laws to ameliorate the evils of the human struggle for life; but to many modern men the laws seem the fortress of privilege and threaten to create more maladies than they cure. If there still burns hope in human breasts, if there still linger in men's souls dreams of a New Heaven and a New Earth, it is where faith in the creation of an enlightened public opinion dominates instructed and disciplined spirits. If our universities can lead their students not simply to sound learning but to just thinking and to noble resolves, they may hope with the growing years to regenerate the human spirit and redeem the human race from a part of its miseries. . .

"What mission could be nobler, what more useful, what more fitting for a group of picked men, drawn from the graduates of so many famous universities, filled with the scientific temper, self-dedicated to the belief that this temper is the only safe guide of life, than to take for your aim the conservation of university freedom and dedi-

cate your society to the abolition of slavery and the maintenance of intellectual liberty in the universities of America. You would have some tangled problems to solve; for not all professors who run afoul of presidents and boards of trustees are blameless and often there are faults on both sides. You would have powerful fighters to face sometimes; prejudiced prelates intrenched behind their mystic creeds; ignorant politicians with their popular slogans such as: "Back to the Rock of Ages and forget the ages of the rocks;" selfish plutocrats with their unscrupulous propaganda. But the strength and the truth and the uprightness and the far vision would be yours. For you would be lifted above all selfishness; professors even the most distinguished are handicapped by their calling in this conflict; from you, men would hear the ringing note of a trumpet of no uncertain sound. You would claim and possess expert knowledge of the matters in controversy; there would be no branch of learning upon which committees of your number could not pass with full authority. The press of America would be open to you, the forums of all learned societies, the publications of all academic bodies. Among your number would be men who might exert on ecclesiastical assemblies at least a moderating power, others who would direct the sentiments of legislatures, others who would command the confidence of the business world. Yours is the power, yours is the opportunity, yours the tradition; for the founders of the Phi Beta Kappa were the very men who standing by the cradle of this great republic dedicated to the holy cause of political liberty in America "their lives, their fortunes, and their sacred honor."

W. M. THORNTON

FOUNDER'S DAY ADDRESS, UNIVERSITY OF VIRGINIA.—"The supreme task of all institutions of higher learning in the world for the next quarter of a century, will, in my judgment, lie along these lines and will seek to answer these questions:

1. Can a wiser selective process be established to bring a fitter human type to the discipline of the colleges and universities?
2. What better tests or more scientific processes can be developed to determine the degree and kind of ability possessed by youth entering college?
3. How can youth be oriented into college work so as to make vivid use of his abilities on things he loves and has aptitude for, and so to diminish lost motion and wasted energy?



4. How can real brains, so rare among men, be given a free course to run and be glorified?

5. How can all youth be placed in the way of finding the vocation in life, and finding it early, for which he or she is best fitted, and thus the tragic misfits that surround and depress us be reduced to a minimum?

6. How can the stimulus to his best effort become an integral and unconscious part of the life of youth in the field of scholarship and learning? Or can it ever so become?

"The real answer to these questions will change the nature of education and inaugurate a revolution in human affairs."

E. A. ALDERMAN, *Alumni Bulletin*, October, 1924.

RESEARCH IN THE UNIVERSITY OF VIRGINIA.<sup>1</sup>—"The Committee does not intend thereby to give undue importance to this function as compared to others. Its position is this: if research be a function coordinate with the instructional and administrative functions, then its place in the life of the institution must be recognized by effecting an organization of the institution that will insure the discharge of this function. The Committee doubts the wisdom of 'research professorships.' It believes that, given the proper organization, research may fructify instruction and instruction illuminate research. It seeks to avoid two fallacies: the first, that of confusing research with publicity; the second, that of interpreting research in a narrow and artificial sense. Research is a name for those activities constituting the natural expression of the aims and interests of scholarship. The Committee requests, therefore, that its report be read in the light of the following considerations: (1) that differences of kind in natural aptitude and interest, from individual to individual, must be recognized as a factor in securing the maximum value of service from the members of the institution; (2) that research is a function coordinate with instruction and administration; (3) that the practical conditions upon which the promotion of research depends will vary from department to department and school to school; (4) that the relative specialization in function of the individual arising from practical conditions does not involve a necessary antagonism in principle between instruction, research, and administration.

"While in the ideal university faculty every professor would en-

<sup>1</sup> A Report to the President of the University of Virginia by the Research Committee, on Research Conditions at the University of Virginia. *Alumni Bulletin*, October, 1924.

gage in research in the extended and comprehensive sense of the term, there would necessarily be specialization. Some would by taste and training be led to specialize on the art of teaching, others on administrative problems, and others on research in the narrower sense. Nevertheless each would be investigating in the field of his major interest and contributing ideas and methods to its development.

"The effect of the attainment of such scholarly ideal would be threefold. It would give new life and direction to teaching by putting before the students the irresistible contagion of genuine intellectual life in the professor. It would yield as products new ideas and methods for the general field of extension. It would magnify and vitalize the intellectual leadership which any commonwealth has a right to expect from its university professors. And finally, it would insure that every professor in some measure, however minute, would be a participant in the advance of the mind. . .

"We must consciously strive to create an atmosphere in which it is as natural and proper to do investigation as to do teaching or committee work. A new professor coming into such an atmosphere and feeling his way among conventions new to him, must realize that here it is regarded as part of the task of a university professor to do his share in the advance of knowledge.

"The Committee respectfully recommends the study of the following suggestions with a view to discovering their practical utility:

1. That the administration should continue to realize in practice the principle that research is a function coordinate with instruction and administration, and especially by taking into consideration research interest, ability, and productivity in determining appointment, promotion, and compensations, as a factor equal in importance to instruction and administration.
2. That the administrative and committee work of members of the faculty actively engaged in research be reduced to a minimum.
3. That the creation of a corps of instructors, as suggested in Section II, paragraph (6) of this report, be taken as an immediate and fundamental aim of university expansion.
4. That each school and department be instructed to submit an analytical report of its needs from the standpoint of developing its research function, by "needs" being meant reasonable and urgent, rather than remote and ideal, requirements. (It is suggested that such reports be prepared on the assumption that increase of staff will take the form of increase of instructorial, rather than of professorial, staff.)
5. That steps be taken to augment the facilities of the present printing establishment with a view to making possible the publica-

tion of works for which no journalistic or commercial channels of publication are open, of theses and dissertations, and of series of "school" and departmental monographs.

6. In connection with (5) above, that the appropriations for research administered by the Research Committee be increased.

7. That steps be taken leading to relief of the teaching staff of tasks of a clerical nature, and of tasks such as the publication of the catalogue, arranging and supervising public exercises and functions, and like matters of administrative routine.

8. That the President request that the annual reports of schools and departments carry an estimate of needs for special research purposes."

THE FEE SYSTEM OF THE STATE UNIVERSITY.—"With a very few exceptions no longer is public higher education free. Mainly during the past twelve years increase in charges have been made until undergraduates in academic and general courses now pay nominal fixed charges. The line between free public higher education and payment of part of the cost has been generally lowered during the period of twenty years from the beginning of the professional courses such as law, medicine, pharmacy, dentistry, to the beginning of the undergraduate courses.

"It must be emphasized again that it is incumbent upon the states, trustees, administrative officers and faculties of these various institutions to furnish both academic and professional education at the lowest possible figure consistent with providing first class instruction. Intellectually capable students who cannot afford the cost should be provided for either by deferring the charge or abating it, in the interests of democracy and equity.

"It should also be emphasized that whatever part of the cost of higher education is paid by the state is not made as a gift, but as an investment. The state expects an intellectual return upon all its appropriations for education that will result in increasing the public well-being.

"Wherever possible through revisions of taxation, or other increased revenues, present charges should be lowered. However, the present tendencies in both academic and general, and professional courses are still decidedly upward and it is possible that state universities will find it necessary because of insufficient state support to ask students to pay a larger proportion of the total cost of their education in the years ahead."

C. H. THURBER,

*Transactions and Proceedings of the  
National Association of State Universities, 1923.*

COMPETITION IN MEN, SALARIES AND POSITIONS.—“Summarizing, the last decade has been one of wild adjustments in compensation and promotion as a result of the keenest competition ever known in our field. Evidences are seen on every hand of a growing tendency toward stabilization along specified norms varying from field to field. There is also a growing conviction that promotions based only on competition are apt to be shortsighted and unsatisfactory, as they tend to disturb the equilibrium of the whole organization. We should make better provision for promotions from rank to rank at stipulated times and under more favorable conditions than now exist. Such adjustments will have to be made as are calculated to guarantee a continuance of the old-fashioned educational devotion, without which we can scarcely hope to achieve effective service. No problem in educational institutions is so important as that of devising ways and means of securing worthy members of the staff on the one hand, and of giving encouragement and happiness to these men to the end that they may give their full measure of devotion unless some opportunity for real promotion comes.”

W. A. JESSUP,

*Transactions and Proceedings of the  
National Association of State Universities, 1923.*

STANDARDIZATION OF STATE UNIVERSITIES BY OUTSIDE AGENCIES.—“Before writing this paper, I attempted to picture a new-born state in which the inhabitants decided to establish and maintain a university, where instruction would be offered in the several arts and sciences, and for the training of men and women in the various professions. . .

“Over the long struggle which the trustees had in erecting the plant, the trials and tribulations which they experienced in dealing with local architects, building contractors and the various labor unions, we shall pass without discussion. We wish to turn our attention at once to the more important aspects of the development of the university. It was to be a place where the youth of the state were to be taught to think freely and independently. At no time were they to be the victims of any class, group, society or organization. To achieve these ends, however, it was necessary not merely to create the atmosphere of such a republic, but to employ a teaching staff, capable of residing within and guiding the destinies of such a republic. At the very outset the trustees discovered that universities are not absolutely free. There are requirements, some of them

historical and others of a traditional character, to which universities must conform in order to enjoy respectability, not respectability among those who tax themselves for their support, but respectability in college circles. These requirements are numerous, not always clearly defined, but nevertheless very insistent and binding.

"They soon found that a higher institution of learning must have a faculty which compares favorably as to qualifications with the faculties of universities already established, and that when such a faculty has been secured, it in turn must enjoy certain rights, duties and responsibilities. Furthermore, that each member of the faculty usually maintains that because of his scholarship, ability in directing research and recognized skill as a teacher, he is so well qualified and competent in the particular scholastic field of his specialty that supervision of his instruction or of any of his university activities or duties is superfluous, unwise and represents an unwarranted administrative interference with his prerogatives and liberties.

"The first duty of the Board, however, was not to secure a faculty. It was to secure a president. They looked about for a man capable of directing such an institution as they had in mind. They despaired of ever finding him, and as a matter of fact they never did find him, but they did succeed in inducing a man who knew comparatively little of the multiplicity of duties and responsibilities of the position to accept it. He set out valiantly, courageously, with high hopes and high spirits to gather together a faculty that would work with him in building a modern Educational Atlantis.

"He knew that his institution from the beginning would be faced with keen competition—competition from other institutions of learning for the best members of his faculty, competition with the outside business and commercial worlds for those faculty men and women who possess skill in research in certain fields. His first great struggle, therefore, was to secure enough money to maintain the university, to employ the staff and to purchase the necessary equipment for satisfactory work. This struggle, however, he ultimately discovered was a never-ending one. The demands of new colleges as they were created within the university, of departments as they expanded, for new types of equipment as they were invented, and of the members of the faculty as they received opportunities and offers to go elsewhere, placed an everlasting and overwhelming burden upon the financial resources of the institution. Ninety-nine per cent of the conversations which the President had in his office related to money. He



sometimes mildly suggested that the interviews should be concerned with educational policies and programs, but he soon learned the utter futility of such suggestions. Tired as he became of the never-ending references to the need of money, he was unable to free himself from them. .

"One of the chief problems which the president of this new university had was that of keeping his university preeminently an educational institution. He soon discovered that the legislature was assigning to it certain duties of a non-educational nature. From time to time, it was given regulatory functions and police powers, functions and powers that it never sought. For example many colleges of agriculture are even now required by legislative act to inspect dairy cows and to vaccinate cattle. . .

"When our unsophisticated friend had learned how to deal with state and federal matters, he felt that henceforth the administrative road would be easy to travel. How deliciously uninformed he was! As yet he had heard little or nothing of the great private foundations with large sums of money at their command for the encouragement and promotion of various studies, surveys and types of education in which they are interested, nor had he heard of the North Central Association of Colleges and Secondary Schools; the Association of American Universities; the National Association of State Universities, and the Association of Land Grant Colleges. He was somewhat astonished to find that the North Central Association of Colleges and Secondary Schools defines what a college is; how much income it must have; its entrance requirements; the qualifications of its instructors; the number of hours that they may teach; the number of students that they may have in each class; the length of the laboratory periods; the character of the library equipment, and the laboratory equipment. . .

"I cannot pass finally from this discussion of the influence of the professional groups without calling attention to one other matter. In most instances they have practically determined the content of the pre-professional education. In other words, they decide what training shall be given to students who intend to matriculate in their schools. This decision is one which the arts colleges are expected to follow. If one could always be sure that the subjects listed were included because of their educational significance and worth in training men for a given profession, many doubts would be dispelled and some criticism allayed. But we cannot always be sure of this. It

is well-known that subjects are sometimes included in a curriculum not because of their supreme educational value, but because of the aggressiveness of the members of the department, or the persons who are presenting the claims of these subjects.

"But to return to the new president, no sooner had the faculty been employed than requests to attend various meetings, conferences and associations began to pour in. There were the associations of English teachers, history teachers, mathematics teachers, botany teachers, physics teachers, chemistry teachers, teachers of horticulture, of animal industry, of Spanish, German, French, Italian, and so on throughout the entire list of subjects taught. Attendance upon their meetings seemed imperative. In fact, the university was earnestly solicited to send a representative to each meeting, partly for his personal improvement but more especially that the university might learn what new request was about to be made of it. It was found that many of the associations had not yet risen to the plane of standardizing bodies, but that rapid progress is being made in this direction.

"Then there are a lot of other associations and organizations of still more recent origin. For example, there is the Intelligence Testers' Association. I am not sure that I have it named correctly, but I think that most of us are familiar with its functions. I would not for a moment speak disrespectfully of intelligence testing, but those who are the members of this cult have in some instances claimed that by a series of intelligence tests, it is possible for them to determine in a few minutes of time what students can profit by a university and even what vocations they should follow. I am still hoping that a student, if he is fortunate enough to be admitted to a university, may secure an education provided he is not required to attend a school in which there is no curriculum, but I am not certain that he will be able to find such a school. We have for example, the fundamentalists, who are insisting that there shall be no evolution taught in our schools. They are a strong, powerfully organized and influential body composed of ministers and laymen. They are preaching the doctrine that evolution is taught as a religion in our colleges and universities. In many instances they maintain that evolution should not be taught at all. . .

"Gradually, but certainly, our youthful president discovered that the administration of a state university is not one continuous golden dream. He learned that no institution is free or can be free in the

sense that it may do as it wishes. To a larger extent than he suspected, it followed in the wake of social progress on the outside. He found that the content of studies, the curricular requirements, the progress of students through school, the salaries paid instructors, the hours they teach, the number of elementary or advanced students they may teach, the library and laboratory equipment, the types of extra-mural service, the radiation, floor space and window space per student, in fact practically everything relating to the organization, administration and development of the university is determined to a certain extent by forces that lie outside the institution.

"He seemed to be the victim of circumstances, caught in an intricate mesh from which he is unable to extricate himself. He recognized that much as he might inveigh against the situation, strongly as he might protest the influence of these various factors, he could not escape them. And he would not do so if he could. He was refreshed with the thought that many of these changes, modifications and requirements are on the other hand the indirect result of the achievements and experiences of men in the classroom, laboratories and libraries. He gathered strength when he considered that this is democracy's way of making progress. Sometimes it is more or less blind, to be sure, and it is always enormously expensive of time, money and energy. But after all it does leave the way open for the exercise of much individual initiative and for the opportunity of a large amount of experimentation. He would not deny himself the benefit of profiting by the advice of specialists, whether they be in a faculty or in practice, although he would appreciate it if they would give corresponding consideration to his views. He came finally to the conclusion that a man cannot administer a university in a vacuum. It would be as uninteresting as it would be unprogressive. Consequently, he resigned himself to his task, with the consoling thought that Liberty in a democracy is attained only by those who subscribe to the conditions essential for the advancement of democracy."

L. D. COFFMAN,

*Transactions and Proceedings of the  
National Association of State Universities, 1923.*

THE INTERNATIONAL MISSION OF UNIVERSITIES.—"A summary of the spirit that pervades a real university, what may be called its atmosphere, may be stated as follows:

"It is a spirit that seeks to extend the boundaries of knowledge

through exploration, eager to discover truth wherever it may be lurking, not consenting for a moment to that blockade of conservatism which assumes that our present knowledge is sufficient, and therefore competent to govern us indefinitely.

"It is a spirit that realizes the futility of assumed facts rather than demonstrated facts, that recognizes that isolated facts are not trustworthy and must be related to other facts before conclusions can be regarded as trustworthy.

"It is a spirit that regards all conclusions as tentative, subject to further investigation that may uncover additional facts; a spirit that realizes the complexity of problems, so that our conclusions represent a series of approaches rather than a final result, an unfinished journey rather than an arrival.

"It is also a spirit that sees that our future advance depends upon our becoming allies in a great cause rather than individual bushwhackers or even independent armies.

"It is this spirit that lies at the basis of our national and international organizations for the advancement of science. In fact, science has already become international in its organizations, so that perspectives are developed, investigators of all nations are brought into contact, and mutual understanding and esteem are developed. All of this international organization and cooperation is an outgrowth of the spirit developed by universities, and its continuance is dependent upon the university spirit.

"Another fact that must be taken into account is that the student body in universities is increasing in a remarkable way, and it is this increasing body that is permeating all countries like leaven, and the probable result is obvious. The spirit of the university will gradually infuse society, and eventually society must control government.

"In the universities of the world, therefore, we possess a powerful equipment for increasing understanding, cooperation, and goodwill. We have the equipment, but it is quite another thing to work out the method of using it effectively. What must the universities do to be more definitely effective in this great service? It is not a question of changing their work, for it is this that furnishes the necessary equipment, but of directing it in some way so that its spirit may extend more and more widely, and finally permeate both national and international life.

"The conclusion is that the international mission of universities

is to extend the boundaries of human knowledge through cooperation, demonstrating that progress depends upon cooperation rather than upon competition, and extending this demonstration into all phases of human contact. This will be a long step toward our final goal, when the moral factor will become dominant, and international cooperation will prevail, not so much because it is effective as because it is right."

J. M. COULTER, in the *University Record*, October, 1924.

UTILIZATION OF RESOURCES AT WASHINGTON FOR GRADUATE STUDY AND RESEARCH.—"The existence at Washington of extraordinary facilities for scholarly work and research is no longer a subject for debate. In the course of time there have come into being libraries, museums, and research institutions, both national and private, which offer a wealth of material and opportunity to investigators in practically all fields of higher learning, academic as well as professional.

"Associated with the public and private bureaus and institutions are many noted scholars and investigators who constantly make original contributions to knowledge. Many of them have been honored by election to membership in the National Academy of Sciences and in other distinguished bodies of scholars. These men and their work have created the spirit and the atmosphere of scholarship and research essential to the graduate school without which a graduate school would be such only in name. The investigator therefore finds in Washington all the materials and the equipment, as well as the contacts with masters of his subject, that are essential for the prosecution of research. . .

"It is not necessary, however, at this time to debate the most suitable choice of a student body under an organized national university, for the graduate schools have in their hands the solution of the question of how to utilize the national resources, at least in so far as students are concerned. This may be accomplished chiefly by facilitating the migration of their students to Washington for the purpose of continuing or completing their researches, particularly those incident to the requirements for higher degrees.

"What I have in mind is that our graduate schools should consider more and more our national resources at Washington as part of their own individual resources. . .

"It is quite evident, even to the casual observer, that our graduate



students move about more and more freely, not only from the colleges to graduate schools, but from one graduate school to another. This recent development in migration is not merely due to the advice of deans and professors who direct students to sister institutions or other centers of research at home or abroad, but it is increasingly due also to the scholarly initiative of the graduate students themselves. . .

"One of the important developments in our graduate schools is the extension of greater opportunities to our graduate students by the encouragement of migration, and to a considerable extent also by the exchange of professors. It cannot be denied, however, that this larger conception of the graduate school is impeded at times by a certain local pride or provincialism of departments and their representatives, who fear loss of students and of prestige by carrying it to its logical conclusion, and also by the handicaps which a student may suffer if he interrupts his plan of study in the institution in which he has become a candidate for a degree, or if he transfers altogether to another institution.

"None of these difficulties is beyond our control. They can readily be removed by mutual understanding between the members of this association. A more serious difficulty which stands in the way of our attainment of the highest standards consists in the immobility of those students who place a higher degree above the attainments for which it stands. . .

"No change in existing conditions, in so far as our graduate schools are concerned, can be advocated with reason until a somewhat definite procedure shall have been established, on the one hand, for the migration of our students to and for their supervision at Washington; and on the other hand, for the appraisal and acceptance of students who are primarily employees of government institutions at Washington. Even employees in our own institutions who wish to qualify for higher degrees present difficult problems although a change of residence is generally not involved. Nevertheless, granted that our students should utilize the facilities at Washington to a greater extent, and that serious and meritorious work by the students employed at Washington is worthy of recognition, I believe that graduate schools, in general, should attempt a solution of the problem by formulating appropriate policies in keeping with our standards. . .

"To summarize, we have at least the following four factors favor-

able to the utilization of the resources at Washington on the part of our graduate students:

1. A wealth and abundance of opportunity in materials, equipment, and men.

2. The existence of organizations and foundations, ready to cooperate with the universities in facilitating the use of these resources.

3. A very definite disposition on the part of the universities to encourage their students to utilize these resources whenever such utilization offers superior advantages to those which are available in their own institutions.

4. A formidable number of fellowships available for study and research at Washington. Particular attention should here be called to the generous residence foundation of the Washington University, St. Louis.

"We may conclude, therefore, that no great obstacles stand in the way of the fullest utilization of the national resources at Washington for university purposes of graduate study and research. To utilize them, however, to the best advantage certain principles should be observed. In the first place we should realize that the scientific bureaus and other government institutions are no place for students other than employees in the earlier periods of graduate work. The graduate students whom we may send should be a credit to the institution from which they come and to the bureau to which they go, through the quality of the work which they accomplish.

"So far as the universities are concerned, only one class of students comes into consideration; the young men and women who have practically completed all the work necessary to acquire a scholarly background in their major and minor subjects and who may find at Washington superior facilities for the research work out of which their theses are to grow. For this class of student a much fuller use of the resources at Washington may be made by the universities than is at present our practice. . .

"With the existing national opportunities for our graduate students and for government employees thus clarified, we may finally approach the question whether or not present conditions for the utilization of our national resources for purposes of graduate study and research are satisfactory. On the whole I venture to answer this question in the affirmative in consideration of the favorable developments of recent years which have been cited. The various activities and experiments for the utilization of national resources inaugurated at

Washington by research organizations and foundations hold out high promise for the future, and should be actively supported by the graduate schools. . .

"In view of the favorable developments of recent years, several times referred to, it appears that the national resources at Washington are being more and more fully utilized for purposes of graduate study and research. This problem is working itself out in a natural and satisfactory way. No serious innovations to accelerate the present movement need to be contemplated in the near future. A national university so earnestly advocated in former years has actually arisen, to be sure not in terms of imposing university buildings and of an organized faculty with a regular student body, but spiritually in terms of the scholarly work and productive research accomplished at Washington which are the purpose of a great university. In another sense a national university has been created by the universities in this Association through the development of the American Graduate School with its high standards, distinguished scholarly accomplishments and degrees of national significance. Considered together, the American Graduate School extended to Washington from the seats of the universities by full utilization of our national resources, and the existing government and private research institutions and foundations represent an ideal conception of a national university.

A. O. LEUSCHNER,

in *Proceedings of the Association of American Universities*, 1923.

## NOMINATIONS FOR MEMBERSHIP

The following sixty-three nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before April 1, 1925.

The Committee on Admissions consists of Florence Bascom (Bryn Mawr), Chairman, J. Q. Dealey (Brown), A. R. Hohlfeld (Wisconsin), A. L. Keith (South Dakota), G. H. Marx (Stanford), F. A. Saunders (Harvard), and F. C. Woodward (Chicago).

William Ray Allen (Zoology), Kentucky  
T. J. Barr (Engineering), Kentucky  
Harry A. Barth (Government), Oklahoma  
Philip S. Biegler (Engineering), Southern California  
T. Coulston Bolton (Finance and Insurance), Syracuse  
Samuel J. Broadwell (Physics), Southern California  
A. L. Bushey (Agronomy), South Dakota State  
C. J. Bushnell (Sociology), Toledo  
D. C. Cabeen (Romance Languages), Williams  
Abbie M. Capps (English), Olivet  
Clarence Chandler (Art), Hastings  
David Lee Clark (English), Texas  
Della Marie Clark (Physical Education), Nebraska  
Thomas L. Cline (English), Gettysburg  
Ednah N. Cranna (Secretarial), Carnegie  
B. E. Ebel (Modern Languages), Redlands  
John M. Evvard (Animal Husbandry), Iowa State  
George Francis Forster (Biology), Olivet  
Lorain Fortney (Commercial Law), Toledo  
W. E. Freeman (Engineering), Kentucky  
Owen B. French (Engineering), George Washington  
Charles H. Gray (English), St. John's  
Antoinette Greene (English), Olivet  
Emit Duncan Grizzell (Education), Pennsylvania  
Herbert C. Hanson (Botany), Nebraska  
John Eugene Harley (Political Science), Southern California  
Gertrude Hawley (Physical Education), Northwestern  
W. Henry Hayes (Education), Olivet

<sup>1</sup> Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

Frederick H. Heidbrink (English), Northwestern  
V. L. Hollister (Electrical Engineering), Nebraska  
R. A. Jelliffe (English), Oberlin  
P. E. Karraker (Agronomy), Kentucky  
James Byron Kelley (Agriculture), Kentucky  
James King (Psychology), Olivet  
E. J. Kinney (Agronomy), Kentucky  
Lilly Kohl (Home Economics), Kentucky  
Otto Koppius (Physics), Kentucky  
Robert T. Legge (Hygiene), California  
Lawrence F. H. Lowe (Modern Languages), Princeton  
Marguerite McLaughlin (Journalism), Kentucky  
Richard A. Newhall (History), Williams  
A. R. Nichols (Industrial Education), Oregon Agricultural  
L. E. Nollan (Drawing), Kentucky  
L. S. O'Bannon (Engineering), Kentucky  
E. Richard Page (Electrical Engineering), Oklahoma  
Charles F. Poe (Chemistry), Colorado  
F. L. Ransome (Geology), Arizona  
V. J. Searle (Economics), Olivet  
Alberta Wilson Server (Romance Languages), Kentucky  
Charles Donald Shane (Astronomy), California  
B. T. Simms (Veterinary Medicine), Oregon Agricultural  
W. Sherman Smith (Civil Engineering), Toledo  
Grover T. Somers (Education), Kentucky  
Florence O. Stout (Physical Education), Kentucky  
E. G. Swem (Librarian), William and Mary  
Walter C. Toepelman (Geology), Colorado  
M. T. Townsend (Biology), St. John's  
H. B. Van Valkenburgh (Chemistry), Colorado  
Howard T. Viets (Business English), Syracuse  
G. Wakeham (Chemistry), Colorado  
A. O. Weese (Zoology), Oklahoma  
Virgil R. Wertz (Farm Economics), South Dakota State  
Frederick W. Whitman (Romance Languages), Williams